DOCUMENT RESUME

ED 332 463 EC 300 326

AUTHOR	Vandercook, Teri, Comp.; And Others
TITLE	Inclusive Education for Learners with Severe Disabilities. Print and Media Resources.
INSTITUTION	Minnesota Univ., Minneapolis. Inst. on Community Integration.
SPONS AGENCY	Department of Education, Washington, DC.; Minnesota State Dept. of Education, St. Paul.
PUB DATE	Nov 90
CONTRACT	G-086D00014; G-496125-11924
NOTE	52p.; Guide is updated annually.
PUB TYPE	Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Classroom Techniques; Delivery Systems; Elementary Secondary Education; Mainstreaming; Models; Normalization (Handicapped); Resources; *Severe Disabilities; *Social Integration; Teaching Methods

ABSTRACT

This resource guide was compiled to provide information about including learners with severe disabilities in general education classes and school community life. The guide includes resources about successful inclusive education models and strategies, as well as materials that provide a sound rationale and empirical support for inclusion. The resources are listed alphabetically within 10 categories: journals; journal articles; books and book chapters; newsletters; newsletter issues and articles; audiotapes; videotapes; organizations; and publications of the Institute on Community Integration of the University of Minnesota. (JDD)

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Inclusive Education

for Learners with Severe Disabilities

Print and Media Resources

November 1990

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Compiled by Terri Vandercook, Jennifer York, and Susan Johnson
Institute on Community Integration
University of Minnesota

Inclusive Education

for Learners with Severe Disabilities

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RESOURCE GUIDE OVERVIEW

The field of education is entering an exciting and challenging era of including learners with even the most severe and multiple disabilities into general education environments. Increasingly, such children are attending their home schools and receiving instruction in general education settings with special education support. Classroom teachers and special educators are collaborating to a greater degree to meet the needs of all children and to work toward preventing segregation within our schools. Professionals, families, and students are realizing the opportunities and benefits available when schools welcome all children into general education classes, extracurricular activities, and other aspects of school community life.

In an effort to provide educators and families with information about including learners with severe disabilities into general education classes and school community life, we have compiled this resource guide, which is updated annually. This Inclusive Education: Print and Media Resources (3rd edition) includes resources about successful inclusive education models and strategies, as well as materials that provide a sound rationale and empirical support for inclusion. This year we have designated those entries which are new publications in an effort to enhance the efficient perusal of the resource guide. Additional resources which have not appeared in previous editions are also included. To a large extent these references reflect a greater appreciation and acknowledgement of the need to become familiar with resources that have typically been associated with general education. The resources are listed alphabetically within the 10 categories: journals, journal articles, books and book chapters, newsletters, newsletter issues and articles, audiotapes, videotapes, organizations, and Institute publications. Most of the journals referenced can be located in local college and university libraries or obtained through inter-library loans. Readers having difficulty locating resources may call the Minnesota Inclusive Education Technical Assistance Program at the Institute on Community Integration for assistance at (612) 624-4848.

We hope you find the guide useful. It is by no means complete as additional resources emerge almost daily. We encourage you to send us resources that you have found to be helpful so that we can include them in the next annual revision. Please send the information to: Minnesota Inclusive Education Technical Assistance Program, Institute on Community Integration, University of Minnesota, 13 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455.

We wish you success in your efforts to develop inclusive school communities where all children are valued and have the opportunity to grow and learn together!

Terri Vandercook, Ph.D.
Jennifer York, Ph.D.
Susan Johnson, B.A.

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Supported, in part, by the Minnesota Inclusive Education Technical Assistance Program (Grant No. 496125-11924), a cooperative project between the Institute on Community Integration at the University of Minnesota and the Minnesota Department of Education, and by the Achieving Membership in Home Schools Program (Grant No. H086D00014). The opinions expressed herein do not necessarily reflect the position or policy of the Minnesota Department of Education or the United States Department of Education and no official endorsement should be inferred. The University of Minnesota is an equal opportunity employer and educator.

JOURNALS

The following journals frequently include articles regarding the education of students with disabilities in general education classes and other aspects of school community life.

- **Education and Training in Mental Retardation**, published four times annually by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. $28/year (U.S.), $32/year (all other countries).

  Content: Articles present research findings that relate to the education of students with mental disabilities.

- **Educational Leadership,** published eight times annually by the Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314-1403. $32.00/year (U.S.), $34.00/year (all other countries).

  Content: Articles related to a variety of topics in curriculum, instruction, supervision, and leadership in schools.

- **entourage**, published four times annually by The G. Allan Roeher Institute Publications, Kingsmen Building, York University Campus, 4700 Keefe Street, Downsview, Ontario, Canada M3J 1P3. $16/year (in Canada) $18/year (in all other countries, including U.S.).

  Content: Articles include discussions of a variety of issues related to the inclusion of persons with disabilities in community life. Inclusive education is a frequent topic of discussion.

- **Exceptional Children**, published six times annually by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. $35/year (U.S.), $39.50/year (all other countries).

  Content: Articles include empirical studies, literature reviews, and discussions of issues related to the education of students with disabilities. Inclusive education is a frequent topic.

- **Exceptional Parent**, published eight times annually by Psy-ED Corporation, 1170 Commonwealth Avenue, Third Floor, Boston, MA 02134. $16/year (U.S.), $22/year (all other countries).

  Content: Articles describe programs and technology that expand opportunities for children with disabilities, including the expansion of inclusive educational options.

- **Journal of the Association for Persons with Severe Handicaps**, published four times annually by The Association for Persons with Severe Handicaps (TASH), 7010 Roosevelt Way NE, Seattle, WA 98115. Available to TASH members. Regular membership: $78/year.

  Content: Articles present research studies and discussions of issues that impact persons with severe handicaps. Inclusive education is often discussed.

- **Remedial and Special Education,** published six times annually by PRO-ED, 8700 Shoal Creek Blvd., Austin, TX 78758-6897. $35.00/year (U.S.), $65.00/year (all other countries).

  Content: Articles describe a variety of educational topics and strategies including research findings and integrative reviews.

- **Teacher Education and Special Education**, published four times annually by Special Press, Suite 2107, 11230 West Avenue, San Antonio, TX 78213. $18/year (U.S.), $23/year (all other countries).

  Content: Articles include discussions of issues and research related to the preparation of special and general educators. Teacher preparation as it relates to inclusive education is a frequent topic.

- **Teaching Exceptional Children**, published four times annually by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. $20/year (U.S.), $23/year (all other countries).

  Content: Articles describe practical strategies that can be used when educating students with disabilities. Effective practices for increasing the inclusion of all students into the school community are often included.

JOURNAL ARTICLES

- **Aksamit, D. & Alcorn, D. (1988). A preservice mainstream curriculum infusion model: Student teachers' perceptions of program effectiveness.** Teacher Education and Special Education, 11, **52-58.**

  Content: A study of the perceptions of general education student teachers who had been prepared for educating students with disabilities in the mainstream through curricular infusion. Results indicate that the student teachers felt that their preparation to work with students with disabilities was inadequate. Implications and recommendations are made for personnel preparation training programs.

- **Ayres, C. B. (1990). No special bus for me: Andy advocates for himself.** Exceptional Parent, 20, **28-34.**

  Content: An account by a parent regarding the collaborative process between her family and the schools that took place in order to support her son on the regular school bus rather than the special education bus. Several helpful strategies are included in describing Andy's determination and success in riding the regular bus.

- **Bailey, D., & Winton, P. (1989). Friendship and acquaintance among families in mainstreamed day care center.** Education and Training in Mental Retardation, 24, **107-113.**

  Content: A discussion of the relationships between families of children with and without disabilities who attend an integrated day care center. The results suggest that parents of children with disabilities tended not to become acquainted with parents of typically developing children. Additional factors important in interpreting these findings include the fact that few strong relationships were observed within the group of parents of normally developing children and very few opportunities for getting to know one another existed for *any* of the parents.

- **Blackman, H. (1989). Special education placement: Is it what you know or where you live? Exceptional Children, 55, 459-462.**

  Content: A discussion of the placement of students with disabilities in integrated versus segregated settings, as a function of geographic location, in response to Danielson and Bellamy's article: *State variation in placement of children with handicaps in segregated environments.*

- **Bogdan, R. (1983). `Does mainstreaming work?' is a silly question. Phi Delta Kappan, 64, 427-428.**

  Content: A summary of the results of a two year study of 25 school mainstreaming programs. Successful integration models and issues that prevent mainstreaming from working are described.

NEW!

- **Bohlin, J.K. (1989). Launching Kevin into the mainstream. Exceptional Parent, 29, 30-33.**

  Content: A rationale for inclusive education from one parent's perspective. She describes the steps by which she reached the decision to include her son in a general kindergarten class. The author stresses that integration is more than mainstreaming; the child must also be an accepted member of the class.

- **Brown, B. (1990). Integrated schools in Italy make it possible for everyone. entourage, 5, 15-20.**

  Content: A discussion of the movement toward full inclusion in Italian schools following the passage of legislation in 1971 which allows for access to general education classrooms with the necessary supports regardless of disabilities. The author notes that the Italian education system continues to struggle with full inclusion of all children and highlights several issues related to inclusive education that are relevant to any education system.

- **Brown, L., Long, E., Udvari-Solner, A., Davis, L., VanDeventer, P., Ahlgren, C., Johnson, F., Gruenewald, L., & Jorgensen, J. (1989). The home school: Why students with severe intellectual disabilities must attend the schools of their brothers, sisters, friends, and neighbors. Journal of the Association for Persons with Severe Handicaps, 14, 1-7.**

  Content: A discussion of the rationale for educating students with severe disabilities in their home schools with individually determined placement and supports. Includes four major reasons for converting to home schools.

- **Brown, L., Long, E., Udvari-Solner, A., Schwartz, P., VanDeventer, P., Ahlgren, C., Johnson, F., Gruenewald, L., & Jorgensen, J. (1989). Should students with severe intellectual disabilities be based in general or in special education classrooms in home schools? Journal of the Association for Persons with Severe Handicaps, 14, 8-12.**

  Content: A presentation of the debate over whether students with severe disabilities who attend their home schools should be based in general or special education classrooms. Ten issues related to this debate are discussed.

NEW!

- **Byrnes, M. (1990). The Regular Education Initiative Debate: A view from the field. Exceptional Children, 56, 345-349.**

  Content: An argument by a general educator who concludes that the Regular Education Initiative is not ready for implementation, citing problems such as the need to change legal expectations, and build and rebuild supports in schools and the larger community.

- **Danielson, L. & Bellamy, T. (1989). State variation in placement of children with handicaps in segregated environments. Exceptional Children, 55, 448-455.**

  Content: A discussion of data regarding the placement of students with disabilities in segregated versus integrated settings, and state to state variations in those placements.

NEW!

- **Davis, W. (1989). The Regular Education Initiative debate: Its promises and problems. Exceptional Children, 55, 440-446.**

  Content: An exploration of the Regular Education Initiative (REI), including discussion of problems and issues related to the REI debate. The fact that major stakeholders (local educators and students) have been excluded from the debate and the need for them to be included are addressed.

- **Davis, W.E. (1990). Broad perspectives of the Regular Education Initiative: Response to Byrnes. Exceptional Children, 56, 349-351.**

  Content: A discussion concerning the possibility that the opponents of the REI appear to be dwelling excessively on the past and present successes of special education without appropriately considering the vital role special educators should play in serving a larger, more diverse population of students "at-risk for falling through the cracks" of our educational system. Davis proposes that this role taps the advocacy, technology, and programmatic experiences of special educators in serving all children in the general education setting.

- **Diebold, M., & Trentham, L. (1987). Special educator predictions of regular class teacher attitudes concerning mainstreaming. Teacher Education and Special Education, 10, 19-25.**

  Content: An investigation of the predictions of special educators regarding the attitudes of general education class teachers concerning mainstreaming. Special educators consistently predicted that general educators would be more negative about mainstreaming than they actually were.

NEW!

- **Downing, J. & Eichinger, J. (1990). Instructional strategies for learners with dual sensory impairments in integrated settings. Journal of the Association for Persons with Severe Handicaps, 15 , 98-105.**

  Content: An argument for the inclusion of children with deafness and blindness in neighborhood schools and general education classrooms. A discussion of various strategies that can facilitate learning for these children in heterogeneous environments is included.

- **Elias, L. (1980). Jason and the neighborhood kids: Mainstreaming on the home front. The Exceptional Parent, 10(6), 9-12.**

  Content: A compilation of practical suggestions for parents of children with disabilities to facilitate their child's involvement in his or her neighborhood.

- **Elias, L. (1986). Jason goes to first grade. The Exceptional Parent, 16(5), 12-13.**

  Content: An exploration of parental and school professional perspectives regarding the successful integration of a student with developmental disabilities into first grade.

- **Elias, L., Goble, G., Schefer, B., & Jaco, J. (1983). Jason goes to kindergarten. The Exceptional Parent, 13(1), 55-57.**

  Content: A presentation of viewpoints of a parent, a general education teacher, a special education aide, and a principal on the successful integration of a child with developmental disabilities into kindergarten.

- **Forest, M. (1986). Sabrina and Adrian. entourage, 1(1), 111-115.**

  Content: A description of successful general education class integration of two students with challenging behaviors using a team planning process that focuses on "fixing" the program to meet student needs rather than "fixing" the student.

NEW!

- **Forest, M., & Lusthaus, E. (1990). Everyone belongs with the MAPS Action Planning System. Teaching Exceptional Children, 22, 32-35.**

  Content: A presentation on the use of the MAPS Action Planning System for Carla, a student with severe disabilities. Responses to each of the 7 MAPS questions made by the planning team at the neighborhood school where Carla attends seventh grade are included.

- **Gent, P. & Mulhauser, M. B. (1988). Public integration of students with handicaps: Where it's been, where it's going, and how it's getting there. Journal of the Association for Persons with Severe Handicaps, 13, 188-196.**

  Content: A discussion of integrated education of students with disabilities in public schools from legal and educational perspectives. Variables critical for successful integration are presented.

NEW!

- **Giangreco, M.F. (1990). Making related service decisions for students with severe disabilities: Roles, criteria, and authority. Journal of the Association for Persons with Severe Handicaps, 15, 22-31.**

  Content: Parents, special education teachers, occupational and physical therapists, and communication specialists were surveyed to determine similarities and differences regarding the perceived roles of related service professionals, the criteria used to make related service decisions, and the authority for making decisions among team members serving students with severe disabilities. Implications for teams facilitating the integration of students with severe disabilities in general education classes are discussed.

- **Greer, J. (1988). No more noses to the glass. Exceptional Children, 54, 294-296.**

  Content: A discussion and defense of The Council for Exceptional Children's (CEC) policy that "special education should be carried on as an integral part of the total educational enterprise, not separately."

- **Hamre-Nietupski, S., Ayres, B., Nietupski, J., Savage, M., Mitchell, B., & Bramman, H. (1989). Enhancing integration of students with severe disabilities through curricular infusion: A general/special educator partnership. Education and Training in Mental Retardation, 24, 78-88.**

  Content: A description of the process of curricular infusion, which involves the inclusion of information about persons with disabilities in curricular areas such as social studies and science. Examples of infused activities and suggestions for implementing curricular infusion are included.

- **Hamre-Nietupski, S., Krajewski, L., Nietupski, J., Ostercamp, D., Sensor, K., & Opheim, B. (1988). Parent/professional partnerships in advocacy: Developing integrated options within restrictive systems. Journal of the Association for Persons with Severe Handicaps, 13, 251-259.**

  Content: A discussion of advocacy partnerships between parents and professionals working for integrated educational options for students with severe disabilities. Includes strategies for obtaining integrated options, results of advocacy efforts, and critical features of advocacy partnerships.

NEW!

- **Hanline, M.F., & Hanson, M.J. (1989). Integration considerations for infants and toddlers with multiple disabilities. Journal of the Association for Persons with Severe Handicaps, 14, 178-183.**

  Content: An exploration of the unique issues faced by very young children with multiple disabilities and their families in developing successful integration opportunities in community-based settings. These issues include personnel preparation and support for integration activities, family needs and participation, and health and safety considerations.

- **Hanline, M. & Halvorsen, A. (1989). Parent perceptions of the integration transition process: Overcoming artificial barriers. Exceptional Children, 55, 487-492.**

  Content: A description of a study in which parents of students with disabilities were interviewed regarding the integrated placements of their children. The parents uniformly expressed satisfaction with the integrated programs.

- **Haring, T.G., & Breen, C. (1989). Units of analysis of social interaction outcomes in supported education. Journal of the Association for Persons with Severe Handicaps, 14, 255-262.**

  Content: A review of the rationale for supported education as based on increasing social participation, and acceptance and friendships between students with severe disabilities and peers without identified disabilities. Discussion of the need to measure both the outcomes of supported education and the process variables that are essential for creating the outcomes. The authors present an assessment model for outcome and process variables.

- **Hoover, J. (1987). Preparing special educators for mainstreaming: An emphasis upon curriculum. Teacher Education and Special Education, 10, 58-64.**

  Content: A discussion of the importance of a thorough knowledge of curriculum by teachers making curricular adaptations for students with disabilities. A series of questions referred to as a "Curriculum Adaptation Guide" is presented to assist educators in selecting and adapting the most appropriate curricular elements when such adaptations are necessary.

NEW!

- **Knapczyk, D.R. (1989). Peer-mediated training of cooperative play between special and regular class students in integrated play settings. Education and Training in Mental Retardation, 24, 255-264.**

  Content: A discussion of the use of a peer mentor training technique to increase the level of cooperative play with typical peers for three students with disabilities. The results indicated that when training was aimed at peer groups rather than individuals, significant increases in cooperative play were noted for each student and were maintained over a three month period.

- **Kunc, N. (1984). Integration: Being realistic isn't realistic. Canadian Journal for Exceptional Children, 1(1), 41-51.**

  Content: A discussion of the defeatist mind set of teachers, which contributes to foiled integration attempts. The author cites examples of defeatism such as fear of social rejection, limited time and energy, honest ignorance, and fear of failure. Practical suggestions are provided about how teachers can change their perspectives to be truly realistic.

- **Lieberman, L. (1985). Special education and regular education: A merger made in heaven? Exceptional Children, 51, 513-516.**

  Content: An argument attesting to the need for a dual and separate educational system in order to provide quality services to children with disabilities. This article was written in response to an article by Susan and William Stainback that outlines the rationale for merging special and general education.

- **Lilly, M. S. (1988). The Regular Education Initiative: A force for change in general and special education. Education and Training in Mental Retardation, 23, 253-260.**

  Content: A discussion of the Regular Education Initiative (REI). The focus is on educational reform where special education is assimilated into general education and educators work together to provide quality education for all children.

- **Lipsky, D. K., & Gartner, A. (1987). Capable of achievement and worthy of respect: Education for handicapped students as if they were full-fledged human beings. Exceptional Children, 54, 69-74.**

  Content: A discussion advocating efforts to change the general education system to accommodate and serve all students, including those with special needs, as opposed to "perfecting" the special education system.

- **Lusthaus, E. (1986). Making a contribution: An emerging social role for persons with a mental handicap. entourage, 1(2), 24-31.**

  Content: An exploration of the growing awareness and recognition by professionals and community members of the valued social roles played by individuals with mental disabilities. Lusthaus acknowledges the emergence in the 1960s and 1970s of the positive roles of "learner" and "participant in everyday community life." The slowly emerging role of "contributor" for persons with mental disabilities is discussed. A "contributor" is defined as a person who can improve the quality of other peoples' lives.

- **McDonnell, A. & Hardman, M. (1989). The desegregation of America's special schools: Strategies for change. Journal of the Association for Persons with Severe Handicaps, 14, 68-74.**

  Content: A presentation of the rationale for the movement away from separate schools for students with severe disabilities to integrated education in regular schools and classes is presented. A framework for educational change is included.

- **Messinger, J. (1985). Commentary on "A rationale for the merger of special and regular education" or is it now time for the lamb to lie down with the lion? Exceptional Children, 51, 510-512.**

  Content: A presentation of an argument attesting to the need for a dual and separate educational system in order to provide quality services to children with handicaps. Written in response to an article by Susan and William Stainback outlining the rationale for merging special and general education.

NEW!

- **Meyer, L., & Janney R. (1989). User-friendly measures of meaningful outcomes: Evaluating behavior interventions. Journal of the Association for Persons with Severe Handicaps, 14, 263-270.**

  Content: A discussion of four techniques that can be used as measures of student behavior and that allow for change comparisons across time and situations. The authors label each technique as user-friendly in that they do not interrupt the flow of instruction or intervention in the classroom, each requires minimal time to complete, and each allows professionals and paraprofessionals to share objective and subjective observations.

- **National Coalition of Advocates for Students, National Association of School Psychologists, and National Association of Social Workers, Inc. (1987, May 27). Rights without labels. Education Week, p. 22.**

  Content: A discussion of the "Rights Without Labels" concept that has resulted from the problems associated with the classification and labeling of children as "handicapped" for educational programs. The "Rights Without Labels" guidelines are stated as principles for examination by professionals, advocates, and parents. These guidelines are based on the assumption that it would be desirable to conduct programs wherein efforts are made to serve children who have special needs without labeling them or removing them from general education programs.

- **Osguthorpe, R.T. (1985). Trading places: Why disabled students should tutor non-disabled students. The Exceptional Parent, 15 (September), 41-48.**

  Content: A discussion of research findings that demonstrate both tutors and tutees benefit from the tutoring experience. Describes four types of tutoring in which children with disabilities can be successful.

- **Pearson, V.L. (1988). Words and rituals establish group membership. Teaching Exceptional Children, 21 (Fall), 52-43.**

  Content: A description of a class-wide technique that helps students develop a sense of belonging and membership within the classroom.

NEW!

- **Peck, C. A., Killen, C. C., & Baumgart, D. (1989). Increasing implementation of special education instruction in mainstream preschools: Direct and generalized effects of non-directive consultation. Journal of Applied Behavior Analysis, 22, 197-210.**

  Contents: A description of non-directive consultation as a process in which the classroom teacher generates ideas on how instruction related to IEP objectives could be carried out during the general education classroom activities, reinforcing that the teacher knows best what might be feasible in the classroom. The results of the two studies support the effectiveness of non-directive consultation for increasing the implementation of IEP-related instruction in the regular preschool classroom, especially for language-related objectives.

- **Pivato, E., & Chomicki, S. (1986). The GRIT kids start school. entourage, 1(3), 6-10.**

  Content: A description of a unique preschool program for children with severe disabilities named GRIT, Gateway Residential Intensive Training. Includes a discussion of how this program prepared its "graduates" for future integration in their neighborhood schools.

- **Putnam, J., Rynders, J., Johnson, R., & Johnson, D. (1989). Collaborative skill instruction for promoting positive interactions between mentally handicapped and nonhandicapped children. Exceptional Children, 55, 550-557.**

  Content: An examination of one aspect of cooperative goal structuring, collaborative skill instruction, and its effect on social interactions between students with and without severe disabilities.

NEW!

- **Radonovich, S. & Houck, C. (1990). An integrated preschool: Developing a program for children with developmental handicaps. Teaching Exceptional Children, 22, 22-26.**

  Contents: A description of the steps that are essential in implementing an integrated preschool program designed to increase LRE options for preschoolers with disabilities. An overview of the implementation of these steps in a Tacoma, Washington preschool program is provided.

- **Rosenketter, S. & Fowler, S. (1986). Teaching mainstreamed children to manage daily transitions. Teaching Exceptional Children, 19, 20-23.**

  Content: A discussion of transitions within general education classes and the demands that those transitions place on students with disabilities. Methods of teaching transition skills are outlined.

- **Ruttiman, A., & Forest, M. (1986). With a little help from my friends: The integration facilitator at work. entourage, 1(3), 24-33.**

  Content: A personal account of the integration process for a student with severe disabilities from an integration facilitator. Includes documentation of the facilitator's feelings, the student's progress, and the changing attitudes of peers and teachers at the school.

- **Samson, R., & Reason, R. (1988). What is successful re-integration? British Journal of Special Education, Research Supplement, 15, 19-23.**

  Content: An examination of the progress of nine students who at one time attended segregated schools and now attend integrated classes.

- **Sapon-Shevin, M. (1988). Working toward merger together: Seeing beyond the distrust and fear. Teacher Education and Special Education, 11, 103-110.**

  Content: A discussion of the merger of special and general education. Issues of debate over merger, barriers to discussion of merger, and the reform of teacher education programs to promote merger are among the topics covered.

NEW!

- **Sapon-Shevin, M. (1990). Schools as communities of love and care. Holistic Education Review, 3, 22-24.**

  Content: An argument for love and caring as the central organizing values of the classroom in order to facilitate inclusion of all children in the school community.

NEW!

- **Scott, M. E. & Saunders, K. W. (1989). On target for friendship. Teaching Exceptional Children, 21 (Summer), 54-56.**

  Content: An overview of two lessons to help children understand friend relationships by using a sociometric-like technique. One lesson is appropriate for primary grade students; the other is appropriate for students up to grade six.

- **Snell, M. E. (1988). Gartner and Lipsky's "Beyond special education: Toward a quality system for all students" messages for TASH. [Invited Editorial]. Journal of the Association for Persons with Severe Handicaps, 13, 137-140.**

  Content: A review of Gartner and Lipsky's proposed "Regular Education Initiative" (REI) for learners with mild and moderate disabilities in relation to learners with severe disabilities. REI is considered in light of the 1979 TASH resolutions and the record of special education as related to REI is reviewed.

NEW!

- **Stainback, S. B., Stainback, W. C., & Harris, K. C. (1989). Support facilitation: An emerging role for special educators. Teacher Education and Special Education, 12, 148-153.**

  Contents: A discussion of the need to interweave a variety of supports to students and teachers in order to make inclusion beneficial for all children.

- **Stainback, G. H., Stainback, S. B., & Stainback, W. C. (1988). Superintendents' attitudes toward integration. Education and Training in Mental Retardation, 23, 92-96.**

  Content: A description of a study of superintendents' attitudes toward educating students with severe and profound disabilities in neighborhood schools and general education classes. Fifty percent of the superintendents supported the inclusion of these students. One-third were uncertain about their attitudes on this subject. Superintendents who perceived community support for the inclusion of these students had more positive attitudes toward inclusion than those who perceived a lack of community support.

- **Stainback, S., & Stainback, W. (1984). A rationale for the merger of special and regular education. Exceptional Children, 51, 102-111.**

  Content: A presentation of an extensive rationale for merging general and special education into a unified system based on the premise that a dual system is inefficient and unnecessary.

- **Stainback, S., & Stainback, W. (1985). The merger of special and regular education: Can it be done? A response to Lieberman & Messinger. Exceptional Children, 51, 517-521.**

  Content: A presentation of rebuttal arguments reaffirming the Stainbacks' rationale for the merger of general and special education into a unified educational system.

- **Stainback, S., & Stainback, W. (1986). One system, one purpose: The integration of special and general education. entourage, 3(1), 12-16.**

  Content: A compilation of reasons to support the merger of general and special education into a unified educational system in which services would be provided based on students' needs and capabilities, rather than on an assigned categorical affiliation.

- **Stainback, S., & Stainback, W. (1987). Facilitating merger through personnel preparation. Teacher Education and Special Education, 10, 185-190.**

  Content: A summary of reasons for advocating a merger of general and special education, including steps to facilitate this merger through teacher training programs in college and university systems.

- **Stainback, S., & Stainback, W. (1987). Integration versus cooperation: A commentary on "Educating children with learning problems: A shared responsibility." Exceptional Children, 54, 66-68.**

  Content: A commentary on parameters critical to the achievement of coordinated, comprehensive services for all students based on individual educational needs rather than eligibility for special programs.

- **Stainback, S., & Stainback, W. (1988). Educating students with severe disabilities. Teaching Exceptional Children, 21(1), 16-19.**

  Content: A brief review of strategies for integrating students with severe disabilities into general education classes, including: teaching in natural environments, using special education resources in general education classes, and developing teams of support that include peers, family members, and educators.

NEW!

- **Stainback, S., & Stainback, W. (1989). Using qualitative data collection procedures to investigate supported education issues. Journal of the Association for Persons with Severe Handicaps, 14, 271-277.**

  Content : A discussion of participant observation and interview procedures as methods of qualitative investigative techniques. Use of these methods is described in answering several supported education questions including: How do we build consensus in schools that integration is to be valued? What supports do general education class teachers and students in the mainstream want? What are some innovative ideas for making general education class integration successful?

- **Stainback, S., & Stainback, W., Courtnage, L., & Jaben, T. (1985). Facilitating mainstreaming by modifying the mainstream. Exceptional Children, 52, 144-152.**

  Content: An examination of problems general education teachers confront when attempting to adapt instruction to meet a wide range of student needs. Solutions are provided that focus on the areas of individualized programming, cooperative activities, and adaptive environments.

- **Stone, B., & Brown, R. (1987). Preparing teachers for mainstreaming: Some critical variables for effective preservice programs. Educational Research Quarterly, 11(2), 7-10.**

  Content: A study investigating the effects of taking a course on mainstreaming on the attitudes of elementary and secondary teacher candidates is described. Students that had taken the course demonstrated a more positive attitude regarding classroom management skills and perceived ability to develop the academic abilities of children with disabilities.

- **Strully, J., & Strully, C. (1984). Shawntell and Tanya: A story of friendship. Exceptional Parent, 14(6), 35-40.**

  Content: A story is told about the friendship between two children who attend elementary school together. The need for school and community integration to help foster friendships and interdependence in the lives of individuals with disabilities is emphasized.

- **Strully, J., & Strully, C. (1985). Friendship and our children. Journal of the Association for Persons with Severe Handicaps, 10, 224-227.**

  Content: An essay about the friendship between two children who attend middle school together. The need for school and community integration to help foster friendships and interdependence in the lives of individuals with disabilities is emphasized.

- **Taylor, S. J. (1988). Caught in the continuum: A critical analysis of the principles of the least restrictive environment. Journal of the Association for Persons with Severe Handicaps, 13, 41-53.**

  Content: An analysis of the LRE principle in terms of an historical review, current practices, and philosophical flaws of the principle. Taylor also argues against the conceptualization of a "new" integration continuum and defines the challenge instead in terms of total integration for people with developmental disabilities in home, work, and school environments.

- **Thousand, J., Nevin-Parta, A., & Fox, W. (1987). Inservice training to support the education of learners with severe handicaps in their local public schools. Teacher Education and Special Education, 10, 4-13.**

  Content: An inservice training model designed to train educators to support students with severe disabilities in their local public schools is described. The results of a field-test of the process in five Vermont school districts are presented.

- **Tucker, J. (1989). Less required energy: A response to Danielson and Bellamy. Exceptional Children, 55, 456-458.**

  Content: A commentary on the Danielson and Bellamy article, focusing on LRE and advocating a more comprehensive view of LRE that starts by identifying a student's needs, and then seeking the most normal conditions under which those needs can be met. Tucker surmises that LRE has traditionally and semantically been an issue of location rather than service because location-related applications are made more easily.

- **Turnbull, K., & Bronicki, G. (1989). Children can teach other children. Teaching Exceptional Children, 21, 64-65.**

  Content: A study conducted by a second grade student as a science project, investigating the effects of teaching typical children about a student with severe disabilities. The results indicate that teaching does help children to be more comfortable with a person with severe disabilities because they know what to do to support and interact with that individual.

NEW!

- **Vandercook, T., York, J., & Forest, M. (1989). The McGill Action Planning System (MAPS): A strategy for building the vision. Journal of the Association for Persons with Severe Handicaps, 14, 205-215.**

  Content: A description of The McGill Action Planning System (MAPS), which places primary emphasis on the integral involvement of learners with disabilities in the school community. The seven key questions that comprise the MAPS process provide a structure that assists teams of adults and children to creatively dream, scheme, plan, and produce results which will further the inclusion of individual children with labels into the activities, routines, and environments of their same age peers in their school community. An essential feature of the MAPS process is peer involvement.

NEW!

- **Vergason, G. A., & Anderegg, M. L. (1989). Save the Baby!: A response to 'Integrating the children of the second system.' Phi Delta Kappan, 71, 61-63.**

  Contents: An argument for the position that special education is not a separate, second system, but is an adaptive, support system for students with handicaps. They briefly outline the importance of teacher assistance teams as vital to this support system.

- **Villa, R. & Thousand, J. (1988). Enhancing success in heterogeneous classrooms and schools: The powers of partnership. Teacher Education and Special Education, 11, 144-154.**

  Content: A discussion of successful schooling of students in heterogeneous groups. Included is information on outcomes-based instructional models; utilizing peer power; use of homogeneous and multi-age groupings; redefining professional relationships; and creating common conceptual frameworks, knowledge, and language through training.

NEW!

- **Wacker, D. P. (1989). Introduction to special feature on measurement issues in supported education: Why measure anything? Journal of the Association for Persons with Severe Handicaps, 14, 254.**

  Content: Answers the question "why measure anything?" by stating that knowing what has occurred, and why, permits replication, refinement, and extension. Measurement gives us guidance regarding what the next step in supported education should be. Explains the purpose of this special feature as a source of alternative ways to answer questions of interest and importance in the area of supported education.

- **Wang, M. C., Reynolds, M. C., & Walberg, H. J. (1988). Integrating the children of the second system. Phi Delta Kappan, 70, 248-251.**

  Content: A discussion concerning the integration of categorical programs and general education, improving the effectiveness of general education, and reducing the tendency to classify and label students according to a questionable system of classification. This integration of the "second system" and general education would facilitate the formation of an effective, comprehensive educational system.

NEW!

- **Wang, M. C., Reynolds, M. C., & Walberg, H. J. (1989). Who benefits from segregation and murky water?: A rebuttal to Vergason and Anderegg. Phi Delta Kappan, 71, 64-67.**

  Content: An argument for the development of programs that address the real needs of students who require intensive instruction but that dispense with labels and segregated settings. The authors also see special educators as essential in helping strengthen the educational outcomes of all children in general education settings through true coordination and collaboration with other educators.

- **Wilcox, J., Sbardellati, E., & Nevin, A. (1987). Cooperative learning groups aid integration. Teaching Exceptional Children, 20(1), 61-63.**

  Content: An account of how a general education classroom teacher used cooperative learning groups to facilitate the social integration of a first grade student with severe handicaps. Specific instructional planning and implementation activities are described and evaluation data are included.

- **Will, M. C. (1986). Educating children with problems: A shared responsibility. Exceptional Children, 52, 411-415.**

  Content: An examination of special programs and their limitations. Specific reasons for and methods of changing the educational system to meet the individual needs of all students are presented.

NEW!

- **Williams, W., Fox, T. J., Thousand, J., & Fox, W. (1990). Level of acceptance and implementation of best practices in the education of students with severe handicaps in Vermont. Education and Training in Mental Retardation, 25, 120-131.**

  Content: A description of nine best practice principles in the education of learners with severe disabilities. The level of acceptance and implementation of these practices among Vermont special educators, general educators, administrators, principals, and parents was established using a survey method. The level of acceptance of these practices was found to be high, but there was a large gap between the level of acceptance and the level of implementation.

NEW!

- **Williams, W., Villa, R. Thousand, J., & Fox, W. L. (1989). Is regular class placement really the issue?: A response to Brown, Long, Udvari-Solner, Schwarz, VanDeventer, Ahlgren, Johnson, Gruenewald, & Jorgensen. Journal of the Association for Persons with Severe Handicaps, 14, 333-334.**

  Content: A counter-argument to Brown et al. maintaining that the issue is no longer whether students with severe intellectual disabilities should be placed in general education classes, but how educators can best provide services to transition the students into general education classes and meet individual student needs. The authors propose that creating a feeling of "shared ownership", a belief by the school community that every student is a member of the local school and that the whole school community has a responsibility to meet the educational needs of all students, is critical to the successful inclusion of these learners.

NEW!

- **York, J., & Vandercook, T. (in press). Designing an integrated education for learners with severe disabilities through the IEP process. Teaching Exceptional Children.**

  Content: A description of several assumptions and a process for developing IEPs that expands the life space domain curricular orientation (i.e., community, domestic, recreational/leisure, and vocational) to include the school community. Specifically emphasized is how to address instruction in general education classes as an integral basis for team planning.

NEW!

- **York, J., & Vandercook, T. (1990). Strategies for achieving an integrated education for middle school students with severe disabilities. Remedial and Special Education, 11(5), 6-16.**

  Content: A description of general and building level strategies to facilitate the inclusion of learners with severe disabilities in general education classes and other typical school environments.

NEW!

- **York, J., Vandercook, T., Macdonald, C. Heise-Neff, C. & Caughey, E. (in press). Feedback from teachers and classmates about integrating middle school learners with severe disabilities in general classes. Exceptional Children.**

  Content: A presentation of feedback from general and special educators and middle school classmates about the inclusion of students with severe disabilities into a variety of general education classes. Recommendations for practices are made based on the feedback provided.

NEW!

- **York, J., Vandercook, T., & Stave, K. (1990). Recreation and leisure activities: Determining the favorites of middle school students. Teaching Exceptional Children, 22, 10-13.**

  Content: A description of the outcome of a survey of middle school students regarding their favorite recreation and leisure time activities. Implications are discussed in terms of using recreation/leisure interests of typical children to help determine curricular priorities for students with severe disabilities and to facilitate the inclusion of these learners in the total environment of the school and general education class.

BOOKS AND BOOK CHAPTERS

- **Berres, M. S., & Knoblock, P. (Eds.). (1987). Program models for mainstreaming: Integrating students with moderate to severe disabilities. Rockville, MD: Aspen Publishers.**

  Content: A presentation of program models and expert advice for mainstreaming all elementary age students with special needs. Chapters address children with specific types of disabilities, including vision impairments, orthopedic disabilities, autism, severe behavior problems, and mental retardation.

  Source: Aspen Publishers, Inc., 7201 McKinney Circle, P.O. Box 990, Frederick, MD 21701. Telephone: (800) 638-8437. Cost: $36.00.

- **Biklen, D. (1985). Achieving the complete school: Strategies for effective mainstreaming. New York: Teachers College Press.**

  Content: A "how-to" guide on school integration includes strategies that have been tried and proven effective. Each chapter addresses the role of different individuals, such as special education administrators, school building principals, teachers, and parents.

  Source: Teachers College Press, P.O. Box 2032 Colchester, Vermont 05449. Telephone: (800) 445-6638. Cost: $15.95.

- **Biklen, D. (1987). The integration question: Educational and residential placement issues. In D. J. Cohen and A. M. Donnellan (Eds.), Handbook of autism and pervasive developmental disorders (pp. 653-667). New York: John Wiley & Sons.**

  Content: A discussion from a social policy perspective of the principal arguments surrounding the integration/ segregation issues in school and residential settings.

  Source: John Wiley & Sons, EDC, 1 Wiley Drive, Somerset, NJ 08875. Telephone: (212) 850-6418. Cost: $57.95. Ordering number: ISBN #0471812315.

- **Biklen, D., Ferguson, D., & Ford, A. (1989). Schooling and disability. Chicago: The National Society for the Study of Education.**

  Content: An exploration of the relationship between special and general education and how that relationship is changing. Its major focus is the place of students with disabilities in education.

  Source: University of Chicago Press, 11030 South Langley Avenue, Chicago, IL 60628. Telephone: (800) 621-2736. Cost: $27.00.

- **Cairo, S., Cairo, J., & Cairo, T. (1985). Our brother has Down's Syndrome: An introduction for children. Toronto: Annick Press Ltd.**

  Content: A description by two sisters of their younger brother, the things they enjoy doing with him, and the many ways in which he is similar to other young children.

  Source: Firefly Books Ltd., 250 Sparks Avenue, Willowdale, Ontario, Canada M2H 2S4. Telephone: (800) 387-5085. Cost: $4.95.

- **Ford, A., Schnorr, R., Meyer, L., Davern, L., Black, J., & Dempsey, P. (Eds.). (1989). The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities. Baltimore: Paul H. Brookes.**

  Content: A comprehensive guide which provides practical strategies for designing individualized curricula which address participation in four community living areas (self-management/home living; vocational; recreation/leisure; and general community living), as well as functional academics and embedded social, communication, and motor skills. This curriculum is based on a philosophy of social integration in which programs are designed that facilitate the inclusion of children with disabilities and foster their valued membership in the school and general community.

  Source: Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624. Telephone: (800) 638-3775. Cost: $47.00. $82.00 if you purchase this book and the curriculum revision manual (see Schnorr, Ford, Davern, Park-Lee, & Meyer).

NEW!

- **Fullwood, D. (1990). Chances and choices: Making integration work. Baltimore: Paul H. Brookes.**

  Content: A discussion of integration as an on-going process. Includes a rationale for full inclusion and strategies to facilitate the inclusion of people with disabilities in the school and general community.

  Source: Paul H. Brookes Publishing, P.O. Box 10624, Baltimore, MD 21285-0624. Telephone: (800) 638-3775. Cost: $24.00.

- **Gaylord-Ross, R. (Ed.). (1989). Integration strategies for students with handicaps. Baltimore: Paul H. Brookes.**

  Content: A practical guide providing information about and strategies for the integration of students with disabilities into school settings. Sections cover strategies for specific disabilities, innovative techniques in integration, and the ecology of service delivery.

  Source: Paul H. Brookes Publishing, P.O. Box 10624, Baltimore, MD 21285-0624. Telephone: (800) 638-3775. Cost: $35.00.

- **Graden, J., Zins, J., & Curtis, M. (Eds.). (1988). Alternative educational delivery systems: Enhancing instructional options for all students. Washington, DC: National Association of School Psychologists.**

  Content: A discussion of the need for and development of alternative educational systems for all students. Sections cover the need for alternative educational delivery systems, alternative frameworks for educational delivery systems, and facilitating the development and operation of alternative service delivery systems.

  Source: National Association of School Psychologists, 8455 Colesville Road, Suite 1000, Silver Springs, MD 20910. Telephone: (301) 608-0500. Cost: $35.00

NEW!

- **Grenot-Scheyer, M., Coots, J., & Falvey, M. (1989). Developing and fostering friendships. In M. A. Falvey, Community-based curriculum: Instructional strategies for students with severe handicaps (2nd ed.) (pp. 345-358). Baltimore: Paul H. Brookes.**

  Content: An overview of the process by which friendships can develop and be maintained between people with and without severe disabilities. They describe curricular considerations and instructional strategies that are pertinent in facilitating friendship development.

  Source: Paul H. Brookes Publishing, P.O. Box 10624, Baltimore, MD 21285-0624. Telephone: (800) 638-3775. Cost: $30.00

NEW!

- **Grenot-Scheyer, M., Coots, J., & Falvey, M. A. (1989). Integration issues and strategies. In M.A. Falvey, Community-based curriculum: Instructional strategies for students with severe handicaps (2nd ed.) (pp. 321-343). Baltimore: Paul H. Brookes.**

  Content: A discussion of various barriers to integration often cited by educators and administrators and possible strategies to overcome those barriers. Curricular strategies to facilitate inclusive educational experiences for all students are presented.

  Source: Paul H. Brookes Publishing, P.O. Box 10624, Baltimore, MD 21285-0624. Telephone: (800) 638-3775. Cost: $30.00

NEW!

- **Halvorsen, A.T. & Sailor W. (1990). Integration of students with severe and profound disabilities: A review of the research. In R. Gaylord-Ross (Ed.) Issues and research in special education: Volume 1, (pp. 410-172). New York: Teachers College Press.**

  Content: An extensive review of research on the barriers to integrated opportunities, outcomes of inclusive education, and effective strategies to facilitate successful outcomes in integrated educational environments.

  Source: Teachers College Press, P.O. Box 2032, Colchester, Vermont 05449. Telephone: (800) 445-6638. Cost: $58.95.

- **Lipsky, D. K., & Gartner, A. (Eds.). (1989). Beyond separate education: Quality education for all. Baltimore: Paul H. Brookes.**

  Content: A discussion of reform of the educational system into a system in which all children receive a quality education in inclusive schools. Sections focus on background and the current situation; classrooms and schools; teachers, parents, and students; and next steps.

  Source: Paul H. Brookes Publishing, P.O. Box 10624, Baltimore, MD 21285-0624. Telephone: (800) 638-3775. Cost: $32.00.

NEW!

- **Murray-Seegert, C. (1989). Nasty girls, thugs and humans like us: Social relations between severely disabled and nondisabled students in high school. Baltimore: Paul H. Brookes.**

  Content: A description of a year-long ethnographic study of the social interaction between students and the cultural climate conducive to integration in an inner city high school.

  Source: Paul H. Brookes Publishing, P.O. Box 10624, Baltimore, MD 21285-0624. Telephone: (800) 638-3775. Cost: $22.00

- **Perske, R. (1988). Circles of friends: People with disabilities and their friends enrich the lives of one another. Nashville: Abingdon Press.**

  Content: A collection of true stories and issues to consider regarding "Circles of Friends", friendships between people with disabilities and people without disabilities. The narrative is complemented by beautiful illustrations done by Martha Perske depicting the people in the stories.

  Source: Cokesbury Books, 201 8th Avenue South, P.O. Box 801, Nashville, TN 37202. Telephone: (800) 672-1789. Cost: $9.95.

NEW!

- **Rainforth, B., & York, J. (in press). Integrating related services: Collaborative teamwork strategies for serving students with severe disabilities. Baltimore, MD: Paul H. Brookes.**

  Content: This book is a practical guide for designing and implementing inclusive educational programs for school age students with severe disabilities. Emphasized are strategies for integrating related services personnel into a collaborative team process.

  Source: Paul H. Brookes Publishing, P.O. Box 10624, Baltimore, MD 21285-0624. Telephone: (800) 638-3775. Anticipated publication, Spring 1991.

- **Reynolds, M., & Birch, J. (1988). Adaptive mainstreaming: A primer for teachers and principals. New York: Longman.**

  Content: A discussion of the concept and practice of mainstreaming. Included are strategies for instruction in integrated settings, discussion of mainstreaming of students with specific labels, and the future of integrated education.

  Source: Addisson-Wesley, Route 128, Reading, MA 01867. Telephone: (800) 447-2226. Cost: $24.75.

- **Sailor, W., Anderson, J., Doering, K. F., Filler, J., Goetz, L., Halvorsen, A. T. (1989). The comprehensive local school: Regular education for all students with disabilities. Baltimore: Paul H. Brookes.**

  Content: A discussion of a comprehensive educational service delivery model based on the premise that the least restrictive environment is the local school which a student would attend if he or she were not labeled. Suggestions for successful general education placements are presented for students with disabilities at the preschool, elementary, middle school, and secondary school level.

  Source: Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624. Telephone: (800) 638-3775. Cost: $33.00.

- **Schnorr, R., Ford, A., Davern, L., Park-Lee, S., & Meyer, L. (Eds.). (1989). The Syracuse curriculum revision manual: A group process for developing a community-referenced curriculum guide. Baltimore: Paul H. Brookes.**

  Content: A model of a year-long, step-by-step process to facilitate development or revision of a district-wide curriculum for students with moderate and severe disabilities to reflect a community-referenced approach rather than an approach modeled after sequences of normal development. The revision process proposed in this book is based on a task force model comprised of three components: a steering committee, a revision leader, and a task force. Underlying this revision process is the recognition of the "implicit" curriculum in schools in which children learn and practice skills through interactions with peers. The authors believe that the peer group is the only source for delivery of this implicit curriculum by which children learn the "rules" of the community. Therefore, integrated schools and classrooms are considered a prerequisite to curriculum revision and implementation of a community-referenced curriculum.

  Source: Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624. Telephone: (800) 638-3775. Cost: $40.00. $82.00 if you purchase this book and the curriculum guide (see Ford, Schnorr, Meyer, Davern, Black, & Dempsey).

NEW!

- **Skakun, V. (1989). Integration: How can we make it work? In D. Baine, D. Sobsey, L. Wilgosh, & G. M. Kysela (Eds.), Alternative futures for the education of students with severe disabilities (pp. 164-171). Edmonton: University of Alberta.**

  Content: A discussion of several instructional approaches that can be used to facilitate classroom integration including the Adaptive Learning Environments Model, cooperative learning strategies, and ecological problem solving.

  Source: The Association for Persons with Severe Handicaps, 7010 Roosevelt Way N.E., Seattle, WA 98115. Telephone: (206) 523-8446. Cost: $12.50.

NEW!

- **Skakun, V. (1989). Why change our service delivery in special education? In D. Baine, D. Sobsey, L. Wilgosh, & G. M. Kysela (Eds.), Alternative futures for the education of students with severe disabilities (pp. 154-163). Edmonton: University of Alberta.**

  Content: A discussion of the social-ethical, educational-psychological, and legal-legislative arguments for integration in the United States and Canada. The author discusses the current service delivery model and the movement toward one psychology of learning for all students.

  Source: The Association for Persons with Severe Handicaps, 7010 Roosevelt Way N.E., Seattle, WA 98115. Telephone: (206) 523-8446. Cost: $12.50.

- **Stainback, S., Stainback, W., & Forest, M. (1989). Educating all students in the mainstream of regular education. Baltimore: Paul H. Brookes.**

  Content: An explanation of the merger of special and general education and approaches for educating all children in the mainstream. Section topics include an overview, educational equality in practice, strategies to promote merger, educational practices to meet diverse student needs, and family and community support.

  Source: Paul H. Brookes Publishing, P.O. Box 10624, Baltimore, MD 21285-0624. Telephone: (800) 638-3775. Cost: $34.00.

NEW!

- **Stainback, W., & Stainback, S. (Eds.) (1990). Support networks for inclusive schooling: Interdependent integrated education. Baltimore: Paul H. Brookes.**

  Content: An examination of the issue of including all children in general education, moving beyond a discussion of rationale and philosophy to a presentation of specific, practical strategies for implementation.

  Source: Paul H. Brookes Publishing, P.O. Box 10624, Baltimore, MD 21285-0624. Telephone: (800) 638-3775. Cost: $24.00.

NEW!

- **Stainback, S., & Stainback, W. (Eds.) (In press). Teaching in the inclusive classroom: Curriculum design, adaptation and delivery. Baltimore: Paul H. Brookes.**

  Content: A comprehensive overview of curricular issues in inclusive education including an examination of defining what to teach, using a collaborative approach to instruction, curriculum adaptation, integration of support personnel, measuring and reporting student progress, parent and community involvement in curriculum design, and community referenced learning.

  Source: Paul H. Brookes Publishing, P.O. Box 10624, Baltimore, MD 21285-0624. Telephone: (800) 638-3775. Expected publication: Winter 1991. Cost: To be determined.

- **Wilcox, C., & Peake, L. (1988). Hey, what about me?: Activities for disabled children. Toronto: Doubleday Canada Limited.**

  Content: A description of 211 games including cooperative, musical, relay, semi-competitive, and competitive games. General adaptations for each game are suggested to facilitate the participation of children with physical and sensory disabilities in games with their peers.

  Source: Fitzhenry & Whiteside Limited, 195 Allstate Parkway, Markham, Ontario L3R 4T8; Telephone (416) 477-0300. Cost: $24.95.

- **Zins, J., Curtis, M., Graden, J., & Ponti, C. (1988). Helping students succeed in the regular classroom: A guide for developing intervention assistance programs. San Francisco: Jossey-Bass.**

  Content: A discussion of the development of intervention assistance programs that support students with disabilities in general education classes. Section topics include meeting students' special needs in the general education classroom, and developing and implementing programs to help teachers solve content problems in the classroom.

  Source: Jossey Bass Publishers, 350 Sansome, San Francisco, CA 94104. Telephone: (415) 433-1767. Cost: $24.95.

MANUALS, REPORTS, AND PAPERS

- **Association for Retarded Citizens-Minnesota. (1989). Integration in action: Achieving an integrated school program. Minneapolis: ARC-Minnesota.**

  Content: A compilation of information and strategies designed to assist parents and advocates of children with disabilities to achieve an integrated educational program.

  Source: ARC-Minnesota, 3225 Lyndale Avenue South, Minneapolis, MN 55408. Telephone: (612) 827-5641 or toll-free (800) 582-5256. Cost: $2.00.

NEW!

- **Becky belongs: Voices raised in support of integration (1990). Aurora, Ontario: Becky Till Action Fund.**

  Content: A compilation of quotes from parents, educators, and advocates in support of Becky Till, a teen who has been denied access to classes at her neighborhood high school in Ontario.

  Source: The Becky Till Action Fund, c/o Beth French, 1 Thompkins Cresent, Aurora, Ontario L4G 3W7, Canada. Cost: $5.00 plus $2.50 postage and handling.

- **Biklen, D., Lehr, S., Searl, S. J., & Taylor, S. J. (1987). Purposeful integration . . . inherently equal. Syracuse, NY: Syracuse University, The Center on Human Policy.**

  Content: A discussion of the importance of integration, definition of the concept, model program descriptions, and practical planning and preparation suggestions for parents and professionals seeking to facilitate effective integration.

  Source: Federation for Children with Special Needs, 312 Stuart Street, 2nd Floor, Boston, MA, 02116. Telephone: (617) 482-2915. Cost: $5.00.

- **Blackman, H. & Peterson, D. (1989). Total integration neighborhood schools. LaGrange, IL: LaGrange Area Department of Special Education.**

  Content: A discussion of the commitment of the LaGrange Area Department of Special Education to inclusive education in neighborhood schools. Included are key aspects, anticipated benefits, the meaning of total integration neighborhood school, and the reactions of children and teachers.

  Source: LaGrange Area Department of Special Education, 1301 Cossitt Avenue, LaGrange, IL 60525. Telephone: (708) 354-5730. Cost: .50.

- **Brost, M., & Johnson, T. (1986). Special education does not mean special classes: Two parents' observations about Louisville, Kentucky's experiences in integrating special and regular education systems and students. Madison, WI: Wisconsin Coalition for Advocacy.**

  Content: Two parents of children with disabilities identify and discuss positive attributes and issues of concern for each of five integrated models. An overall summary of their findings is included.

  Source: Wisconsin Coalition for Advocacy, 16 North Carroll Street, Suite 400, Madison, WI 53703. Telephone: (608) 267-0214. Cost: $4.00.

NEW!

- **Buswell, B. E. (1989). A workshop on friendship-building strategies. Colorado Springs, CO: PEAK Parent Center, Inc.**

  Contents: A description of a workshop that can be designed to assist educators and families to think about the nature of their personal relationships and then explore strategies they can use to assist children in developing friendships. The workshop is intended to be two and one half hours in length and is designed to be interactive so participants can be actively involved in the learning process. The training kit includes script, objectives, transparencies, and bibliography.

  Source: PEAK Parent Center, Inc., 6055 Lehman Drive, Suite 101, Colorado Springs, CO 80918. (719) 531-9400. Cost: $39.00.

NEW!

- **Buswell, B.E. & Schaffner, C.B. (in press). Opening doors: Strategies for including students with challenges in regular education. Colorado Springs, CO: PEAK Parent Center, Inc.**

  Content: A practical guide describing how inclusion works and how parents and educators can make it happen. Each chapter highlights issues related to inclusion often raised by educators and parents. Reference and resource lists are included at the end of each chapter.

  Source: PEAK Parent Center, Inc., 6055 Lehman Drive, Suite 101, Colorado Springs, CO 80918. Telephone: (719) 531-9400. Cost: To be determined.

NEW!

- **Buswell, B. E. & Venaris, J. (1989). Building integration with the I.E.P. Colorado Springs, CO: PEAK Parent Center, Inc.**

  Contents: An outline of concrete strategies for parents as to what to do before, during, and after the I.E.P. meeting in order to facilitate the inclusion of their children into general education classrooms.

  Source: PEAK Parent Center, Inc., Integration Project, 6055 Lehman, Suite 101, Colorado Springs, CO 80918. Telephone: (719) 531-9400. Cost: $3.00.

- **Ford, A., Foster, S. B., Searl, S. J., & Taylor, S. J. (1984). The Brown school model project: A description. Syracuse, NY: Syracuse University, The Center on Human Policy.**

  Content: An overview of a grades K-12 school in Louisville, Kentucky, that integrates students with disabilities into general education classes, as well as social and extracurricular activities. A background of the project and a description of innovative administrative and educational practices are provided.

  Source: The Center on Human Policy, Syracuse University, 200 Huntington Hall, Syracuse, NY 13244-2340. Telephone: (315) 443-3851. No cost.

- **Forest, M. (Ed.). (1984). Education/Integration: A collection of readings on the integration of children with mental handicaps into regular school systems. Downsview, Ontario: G. Allan Roeher Institute.**

  Content: A collection of easy to read articles that provide visions, descriptions, rationales, and strategies for achieving an integrated education.

  Source: Association for Community Living, Kinsmen Building, York University Campus, 4700 Keele Street, Downsview, Ontario M3J 1P3. Telephone: (416) 661-9611. Cost: $12.00.

- **Forest, M. (1987). Just one of the kids. In D. Schwartz, J. McKnight, & M. Kendrick (Eds.), A story that I heard (pp 55-58). Harrisburg, PA: Pennsylvania Developmental Disabilities Planning Council.**

  Content: An interview with a general education teacher who has children with challenging needs in her grade 2/3 class. She shares her initial reactions and the changes which have occurred across the school year.

  Source: Pennsylvania Developmental Disabilities Planning Council, 569 Forum Building, Harrisburg, PA 17120. Telephone: (717) 787-6057. No cost.

- **Forest, M. (Ed.). (1987). More education/integration. Downsview, Ontario: G. Allan Roeher Institute.**

  Content: A collection of readings on integrated education topics such as current mainstreaming practices, administrative and social support systems, specific integration models, and personal viewpoints of parents and teachers are included. One article of particular interest presents a challenge to the traditional cascade model of special education.

  Source: Association for Community Living, Kinsmen Building, York University Campus, 4700 Keele Street, Downsview, Ontario M3J 1P3. Telephone: (416) 661-9611. Cost: $15.00.

- **Forest, M. (1989). It's about relationships. Toronto: Inclusion Press.**

  Content: A commentary on the importance of "each belonging" from Dr. Forest's personal perspective. Contains examples of successful inclusion that are relevant in the lives of all people, and challenges the myth of an effective separate special education system.

  Source: Inclusion Press, 24 Thome Crescent, Toronto, Ontario M6H 2S5, Canada. Telephone: (416) 658-5363. Cost: $3.00.

- **Fox, T., Williams, W., & Fox W. (1988). The best practice review and improvement process. Unpublished manuscript, Center for Developmental Disabilities, University of Vermont.**

  Content: An outline of a process by which parents, community members, and educators can review programs and develop plans for improving services for students with challenging educational needs. This process is based on the best practices: local school placement; access to needed expertise; educational and related services delivered through a consultative format within integrated school and community environments; shared ownership of programs through the learning process; and parent involvement.

  Source: Center for Developmental Disabilities, 449C Waterman Building, University of Vermont, Burlington, VT 05405. Telephone: (802) 656-4031. Cost: $5.00.

NEW!

- **Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1990). Cayuga-Onondaga Assessment for Children with Handicaps. (C.O.A.C.H.). Burlington: University of Vermont.**

  Content: C.O.A.C.H. is an assessment and planning tool designed to assist families and educators in developing relevant, functional educational programs delivered in integrated settings for students with severe disabilities. Assessment and planning is based on a family-focused perspective of student educational needs and outcomes.

  Source: National Clearing House of Rehabilitation Training Materials, 816 West 6th Street, Oklahoma State University, Stillwater, OK 74078; Telephone: (405) 624-7650. Cost: $6.50.

- **Greenburg, D. (1987). A special educator's perspective on interfacing special and general education: A review for administrators. Reston, VA: The Council for Exceptional Children.**

  Content: A discussion of the interaction between special education and general education. Includes the concept of shared responsibility for all children regarding personnel, role changes, and fiscal concerns.

  Source: The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. Telephone: (703) 620-3660. Cost: $6.00

NEW!

- **The Individual Program Design Series.**

  Content: The Individual Program Design Series is comprised of 4 manuals; a description of each follows. The intent of the series is to assist families and educators in designing and implementing individual programs for students with severe disabilities in integrated general education classrooms and community settings.

  Source: Center for Developmental Disabilities, 499C Waterman Building, University of Vermont, Burlington, VT 05405. Telephone: (802) 656-4031. Cost: $3.00 per manual.

NEW!

- **Fox, T.J., Williams, W., Monley, M.K., McDermott, A., Fox, W.I. (1989). Guidelines and procedures training manual: Manual III of the Individual Program Design Series. Unpublished manuscript, University of Vermont.**

  Content: A framework for designing educational programs for students with challenging educational needs in general education classes. Describes a process for selecting educational outcomes, providing instruction on students' goals and objectives, and monitoring individual student progress.

NEW!

- **Williams, W., Fox, T.J., & Fox, W.L. (1989). Curriculum approaches: Assessment procedures and outcome selection: Manual IV of the Individual Program Design Series. Unpublished manuscript, University of Vermont.**

  Content: A description of curriculum approaches which are the basis of the individual program design process, an outline of guidelines for selecting long-term student outcomes, and information on assessment procedures and tools which can be used to assess and summarize student strengths and needs.

NEW!

- **Williams, W., Fox, T.J., Hall, S., & Fox, W.L. (1989). Outcomes and routines: Manual II of Individual Program Design Series. Unpublished manuscript, University of Vermont.**

  Content: A list of activities of daily living, basic skills, and routines that can be a resource to families and educators as they select goals, objectives and outcomes to be included on individual education programs.

NEW!

- **Williams, W., Fox, T.J., Monley, M.K., McDermott, A., & Fox W.L. (1989). Student record: Manual I of the Individual Program Design Series. Unpublished manuscript, University of Vermont.**

  Content: A framework for assessing and summarizing student needs by delienating areas to be addressed and providing forms which can be used to summarize the information.

NEW!

- **Institute on Community Integration. (1990). Collaborative teamwork: Working together for full inclusion. Minneapolis: University of Minnesota, Institute on Community Integration.**

  Content: A discussion of the structure of collaborative teams and how they work in supporting the inclusion of all children in their home school communities. A Collaborative Teamwork Checklist is included for use by teams to highlight areas of team functioning that could be addressed.

  Source: Institute on Community Integration, 109 Pattee Hall, 150 Pillsbury Drive S.E., Minneapolis, MN 55455. Telephone: (612) 624-4512. Cost: .75.

- **LaGrange Area Department of Special Education (1990). A look at Regular Education Initiatives and inclusive schooling in the LADSE school districts. LaGrange, IL: Author**

  Content: Articles summarize what educators in LaGrange have learned in building inclusive programs, their "biggest surprise" as they have worked toward integration, and highlights of some success stories in the schools comprising this special education department.

  Source: LaGrange Area Department of Special Education, 1301 West Cossitt Avenue, La Grange, IL 60525. Telephone: (708) 354-5730. Cost: .50.

- **Landau, K. (1987). Out of the mainstream: Education of disabled youth in Massachusetts. Boston: Massachusetts Advocacy Center.**

  Content: A report on the failure of Massachusetts to fully integrate children with disabilities into the mainstream of the educational system. Data from the Massachusetts Department of Education are analyzed, existing barriers to integration are discussed, and recommendations to facilitate integration are suggested.

  Source: Massachusetts Advocacy Center, 76 Summer Street, Boston, MA 02110. Telephone: (617) 357-8431. Cost: $6.00.

- **Lehr, S. & Taylor, S. (Eds.). (1986). Preparing for life: A manual for parents on the least restrictive environment. Boston: Technical Assistance for Parent Programs Project.**

  Content: A manual outlining questions and responses regarding concerns frequently raised over integrated education. This is a very practical resource in that articulate and sound responses to typical concerns about integration are presented.

  Source: Technical Assistance for Parent Programs (TAPP) Project, 312 Stuart Street, Second Floor, Boston, MA 02116. Telephone: (617) 482-2915. Cost: $5.00.

NEW!

- **Lewis, L. (1989). We're in this together: Resource manual for integrating young handicapped children into daycare and preschool programs. Des Moines, IA: Iowa Department of Education.**

  Content: A manual outlining a comprehensive inservice program for early childhood special educators working together with daycare providers and preschool teachers to include children with disabilities in typical preschool environments. The manual includes lesson goals and objectives, handouts, activities, and assignments. The reviews in the areas of preparing the environment for a young child with special needs, teaching strategies, and behavior management are especially thorough.

  Source: Des Moines Public Schools, Linda Lewis, Training Coordinator, Smouse School, 2820 Center Street, Des Moines, IA 50312; Telephone: (515) 277-6238. Cost: $20.00.

NEW!

- **Lewis, L., Miller, M., Riggs, S., & Stewart, C. (1989). Let's pretend!: A collection of socio-dramatic play ideas for the classroom. Des Moines, IA: Des Moines Public Schools.**

  Content: A manual focused on promoting interactions between peers, and learning social skills that facilitate communication with a wide variety of people. The suggested activities provide all children in the classroom with opportunities to communicate and work on improving their interpersonal skills.

  Source: Des Moines Public Schools, Linda Lewis, Training Coordinator, Smouse School, 2820 Center Street, Des Moines, IA 50312; Telephone: (515) 277-6238. Cost: $10.00.

- **McGill, J. (1984). Play for play's sake: Cooperative games as a strategy for integration (rev. ed.). Downsview, Ontario: National Institute on Mental Retardation.**

  Content: A description of cooperative games which provide an alternative to competitive games with a focus on setting a tone for developing a positive sense of self and others for participants and promoting an accepting environment where all children can learn and play together.

  Source: Fitzhenry & Whiteside Limited, 195 Allstate Parkway, Markham, Ontario L3R 4T8; Telephone: (416) 477-0300. Cost: $6.00

- **Meyer, L. H. (1987). Why integration? Syracuse, NY: Syracuse University.**

  Content: A rationale for integration from moral, ethical, and programmatic perspectives.

  Source: Institute on Community Integration, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Drive, SE, Minneapolis, MN 55455. Cost: $1.00.

- **Mount, B. & Zwernik, K. (1988). It's never too early, it's never too late: A booklet about personal futures planning. St. Paul: Metropolitan Council.**

  Content: An introduction to Personal Futures Planning, a method of planning for persons with disabilities, offers an explanation of what the process is and how it is accomplished.

  Source: Metropolitan Council, Mears Park Centre, 230 East Fifth Street, St. Paul, MN 55101. Telephone: (612) 291-6359. No cost.

NEW!

- **Nelson, M.J., Buswell, B.E., & Schaffner, C.B. (1989). Integration: A first view: A workshop for parents and educators. Colorado Springs, CO: PEAK Center,Inc.**

  Content: This workshop is designed to help parents and educators understand special education as a service, not a place, and to understand that there are a variety of strategies for supporting children in integrated educational and community environments. The workshop is intended to be two and one half hours in length and is designed to encourage parents and educators to explore the benefits of integration for all children. The training kit includes script, objectives, transparencies, and bibliography.

  Source: PEAK Parent Center, Inc., 6055 Lehman Drive, Suite 101, Colorado Springs, CO 80918. Telephone: (719) 531-9400. Cost: $49.00.

- **O'Brien, J., Forest, M., Snow, J., & Hasbury, D. (1989). Action for inclusion: How to improve schools by welcoming children with special needs into regular classrooms. Toronto: Inclusion Press.**

  Content: A manual providing practical strategies for building inclusive school communities. It also provides advice for solving problems and overcoming barriers to inclusion.

  Source: Inclusion Press, 24 Thome Crescent, Toronto, Ontario M6H 2S5, Canada. Telephone: (416) 658-5363. Cost: $10.00.

NEW!

- **Pearpoint, J. (in press). From behind the piano: The building of Judith Snow's unique circle of friends. Toronto, Canada: Inclusion Press.**

  Content: A description of the evolution of friendships and the Joshua Committee including Judith Snow, Marsha Forest, Jack Pearpoint, and friends. Compelling reading for those wanting to understand the power, compassion, and complexity of the inclusion movement.

  Source: Expectations Unlimited, P.O. Box 655, Niwot, CO 80544. Telephone: (303) 652-2727. Cost: $10.00.

- **Pellicione, R. & Bobesich, F. (1988). Report of the mainstreaming committee. Richmond Hill, Ontario: York Region Roman Catholic Separate School Board.**

  Content: The results of a committee that reviewed the system of supporting all students with special needs in the York Region Roman Catholic Separate School System in Canada. Issues addressed include directions and philosophy, inservicing and programming, operating procedures, and student evaluation.

  Source: The York Region Roman Catholic Separate School Board, 21 Dunlop Street, Richmond Hill, Ontario, Canada L4C 2M6. Telephone: (416) 884-2711. Cost: $5.00 (Canadian dollars).

- **Porter, G. (1988). The method and resource teacher: A collaborative consultant model, a case study of the perspectives of teachers working in that role in Districts 28 and 29, Woodstock, New Brunswick. Syracuse, NY: Syracuse University.**

  Content: A model for using special education staff to support students with disabilities in general education classes is described. Results of a survey of those teachers who used the model are presented.

  Source: Gordon Porter or Jean Collicott, School Districts 28 and 29, PO Box 40, Woodstock, New Brunswick, Canada E0J 2B0. Telephone: (506) 328-3328. Cost: $5.00.

NEW!

- **Schaffner, C. B., & Buswell, B. E. (1989). Breaking ground: Ten families building opportunities through integration. Colorado Springs, CO: PEAK Parent Center Inc.**

  Content: A compilation of stories of 10 families who are working toward full school and community inclusion for their children. Each story includes strategies that family members have found effective in facilitating the full inclusion of their child in their school and neighborhood.

  Source: PEAK Parent Center, Inc., Integration Project, 6055 Lehman, Suite 101, Colorado Springs, CO 80918. Telephone: (719) 531-9400. Cost $10.00.

- **Schaffner, B., Buswell, B., Summerfield, A., & Kovar, G. (1988). Discover the possibilities: A curriculum for teaching parents about integration. Colorado Springs, CO: PEAK Parent Center.**

  Content: A guide to integration written by parents of children with special needs. It defines what integration is; offers strategies to make it happen; provides a model for training parents, educators, and others; and discusses challenges to consider for the future.

  Source: PEAK Parent Center, Inc., 6055 Lehman Drive, Suite 101, Colorado Springs, CO 80918. Telephone: (719) 531-9400. Cost: $14.50.

NEW!

- **Shaw, L. (1990). Each belongs: Integrated education in Canada. London: Centre for Studies on Integration in Education.**

  Content: A discussion of the philosophy and strategies supporting inclusive education in the Hamilton and Waterloo, Ontario, Catholic school boards.

  Source: Centre for Studies on Integration in Education, 415 Edgware Road, London NW2 6NB. Cost: 3 British pounds.

NEW!

- **Simpson, M., Cleary, M., & Stockton, J. (1989). Factors associated with the successful reintegration of emotionally disturbed/behaviorally disordered students into less restrictive educational programs. Little Canada, MN: N.E. Metro Alternate Learning Program.**

  Content: A description of the use of an ecological model to identify factors associated with the successful reintegration of students with severe emotional and behavior disorders within a sample of 139 adolescents who had been enrolled in a segregated, self-contained program. Data were collected from multiple sources concerning student and family characteristics and functioning, as well as information regarding the social and behavioral expectations of general education teachers and peer tolerance of disturbing behavior in classmates. Significant predictors of school progress toward reintegration into less restrictive educational programs are identified.

  Source: Martha Simpson, Assistant Director, N.E. Metro Alternate Learning Program, 70 W County Road B2, Little Canada, MN 55117. Telephone: (612) 483-9484. Cost: $5.00.

- **Skakun, V. (1988). Restructuring our educational system to meet the unique needs of every child: A position paper on integration within effective educational settings. Edmonton, Alberta: Alberta Association for Community Living.**

  Content: An argument supporting the need to restructure both the Canadian and American educational systems so that the needs of all children are met in general education environments. Provides rationale for the integration of all learners.

  Source: Alberta Association for Community Living, Attention: Barry Greenspan or Marta Carmona, 11728 Kingsway Ave., Edmonton, Alberta T5G 0X5. Telephone: (403) 451-3055. No cost.

- **Thousand, J. S., Fox, T. J., Reid, R., Godek, J., Williams, W., & Fox, W. L. (1986). The Homecoming Model: Educating students who present intensive educational challenges within regular education environments. Burlington, VT: University of Vermont, Center for Developmental Disabilities.**

  Content: A guide for establishing shared responsibility among general and special educators, administrators, and parents using a cooperative teaming process in the education of students who present intensive educational challenges. It emphasizes interdisciplinary team planning for transitioning students with disabilities into local general education programs.

  Source: The Homecoming Project, Center for Developmental Disabilities, 499C Waterman Building, University of Vermont, Burlington, VT 05405. Telephone: (802) 656-4031. Cost: $4.00

- **Vandercook, T., Wolff, S., & York, J. (Eds.). (1989). Learning together: Stories and strategies. Minneapolis: University of Minnesota, Institute on Community Integration.**

  Content: A collection of success stories and effective strategies emanating from the inclusion of children in typical home, school, and community environments. The stories are written by teachers, parents, and friends of children with disabilities. Many stories are accompanied by photographs of children learning together.

  Source: University of Minnesota, Institute on Community Integration, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455. Telephone: (612) 624-4512. Cost: $5.00.

- **Walker, P., Edinger, B., Willis, C., & Kenney, M. E. (1988). Beyond the classroom: Involving students with disabilities in extracurricular activities at Levy Middle School. Syracuse, NY: Syracuse University, Center on Human Policy.**

  Content: A description of a project in which students with severe disabilities participated in after school activities with peers without disabilities.

  Source: Center on Human Policy, 200 Huntington Hall, Attn: Rachael Zubal, Syracuse, NY 13244-2340. Telephone: (315) 443-3851. Cost: $3.63.

- **York, J., Vandercook, T., & Macdonald, C. Heise-Neff, C., & Caughey, E. (1989). Regular class integration of middle school students with severe disabilities: Feedback from teachers and classmates. Minneapolis: University of Minnesota, Institute on Community Integration.**

  Content: A monograph presenting feedback from general educators, special educators, and classmates about the inclusion of middle school students with severe disabilities into a variety of general education classes. Recommendations are made based on the feedback provided.

  Source: Institute on Community Integration, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455. Telephone: (612) 624-4512. Cost: $15.00.

- **York, J., Vandercook, T., Macdonald, C., & Wolff, S. (Eds.). (1989). Strategies for full inclusion. Minneapolis: University of Minnesota, Institute on Community Integration.**

  Content: A collection of papers presenting practical strategies for integrating elementary and secondary students with severe disabilities into general education classes. Included are strategies for building based change, IEP development, MAPS, and facilitating inclusion in general education class activities.

  Source: Institute on Community Integration, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455. Telephone: (612) 624-4512. Cost: $15.00.

- **Zeph, L. (1988). Broadening the discussion of the Regular Education Initiative to include students with severe handicaps (deleting the asterisks and footnotes).**

  Content: A discussion of the Regular Education Initiative (REI) and the fact that students with severe disabilities are often excluded from the REI debate. Broadening of REI to include all children is the major focus of the paper.

  Source: Lucille Zeph, 305 Shibles Hall, University of ME, Orono, Maine 04469. Telephone: (207) 581-2471. No cost.

NEWSLETTERS

The following newsletters frequently include articles regarding the education of students with disabilities in general education classes and other aspects of school community life.

- **ARCHtype, published four times annually by Advocacy Resource Centre for the Handicapped, 40 Orchard View Boulevard, Suite 255, Toronto, Ontario, Canada M9R 1B9. Telephone: (416) 482-1254. Cost: $10/year (consumer rate), $20/year (professional or organization rate).**

  Content: Articles include discussions of a variety of issues and practices in education for students with disabilities. One frequent topic is integrated education.

NEW!

- **Inclusion News, published by the International Centre for Integrated Education and Community, 24 Thome Crescent, Toronto, Ontario M6H 2S5. Telephone: (416) 658-5363. No cost.**

  Content: Articles promoting the full inclusion of persons with labels in school and the community and updates regarding activities sponsored by the Centre.

- **Integration News, published by the Integration Action Group, 19 Rivercove Drive, Islington, Ontario, Canada M9B 4Y8. Cost: $15/year (family), $25/year association).**

  Content: Articles discuss the latest news of the Integration Action Group and provide practical suggestions for working toward integration.

NEW!

- **Integration News, published by PEAK Parent Center, 6055 Lehman Drive, Suite 101, Colorado Springs, CO 80918. Telephone: (719) 531-9400. No cost.**

  Content: A forum for the sharing of stories, strategies, and suggestions on all aspects of integrated education.

- **New England Index, published by Shriver Center, 200 Trapello Road, Waltham, MA 02254. Telephone: (617) 642-0248. Cost: $1.00/issue.**

  Content: Articles provide information about a variety of issues that affect the lives of persons with disabilities, including integrated education.

- **Newsletter of the Association for Community Living of Colorado, published by the Association for Community Living, 4155 E. Jewell Ave., Suite 916, Denver, CO 80222. Telephone: (800) 333-7690. No cost.**

  Content: Articles discuss a variety of issues that effect the lives of persons with developmental disabilities, including community and school integration.

- **PACESETTER, published by PACER Center, Inc., 4826 Chicago Avenue South, Minneapolis, MN 55417-1055. Telephone: (612) 827-2966. No cost.**

  Content: Articles include news about PACER's activities and discussions of issues that affect the lives of persons with disabilities. Integrated education is a frequent topic of discussion.

- **Speakout, published three times annually by PEAK Parent Center, 6055 Lehman Drive, Colorado Springs, CO 80918. Telephone: (719) 531-9400. Cost: Free (to parents of children with disabilities), $9/year (for all others).**

  Content: Articles provide information of interest to parents and educators of children with disabilities. Integrated education is frequently discussed.

NEW!

- **STRATEGIES, published by the California Research Institute, San Francisco State University, Department of Special Education, 14 Tapia Drive, San Francisco, CA 94132. Telephone: (415) 338-7847. No cost.**

  Content: Articles discuss facilitation of educational change on a statewide basis and research findings on the education of students with severe disabilities in typical, integrated school environments.

• **TASH Newsletter, published monthly by The Association for Persons with Severe Handicaps, 7010 Roosevelt Way NE, Seattle, WA 98115. Telephone: (206) 523-8446. Cost: Regular Membership: $78/year.**

Content: Articles discuss the latest news of The Association for Persons with Severe Handicaps as well as a variety of issues related to persons with severe disabilities. Integrated education is a frequent topic of discussion.

• **The Decision Maker, published by University of Vermont, Center for Developmental Disabilities, 499C Waterman Building, Burlington, VT 05405-0160. Telephone: (802) 656-4031. Cost: $1.00/issue.**

Content: Articles include discussions on a variety of issues related to quality education.

NEWSLETTER ISSUES AND ARTICLES

• **Association for Retarded Citizens Minnesota. (1988, Winter). Integrated education. FOCUS, pp. 4-5.**

Content: Description of steps taken to place two students with developmental disabilities into integrated school settings. Advice for parents who are contemplating an integrated placement for their children is presented as well as a description of a Minnesota elementary school integration program.

Source: Association for Retarded Citizens Minnesota, 3225 Lyndale Avenue South, Minneapolis, MN 55408. Telephone: (612) 827-5641. No cost.

• **Association for Retarded Citizens Minnesota. (1989, Summer). Integrated child care: Despite restrictions, families find workable solutions. FOCUS, pp. 1-2.**

Content: A discussion of a variety of integrated child care options which parents of children with disabilities may wish to explore.

Source: Association for Retarded Citizens Minnesota, 3225 Lyndale Avenue South, Minneapolis, MN 55408. Telephone: (612) 827-5641. No cost.

NEW!

• **Community Integration: The Next Step (1989, Summer). OSERS News in Print. Washington, D.C.: U.S. Department of Education.**

Content: A discussion of the goal of the Office of Special Education and Rehabilitative Services to foster greater integration of students with disabilities into their communities. Includes several articles highlighting the premises that if society is for everyone, then schools should also be for everyone; and that schools are responsible for preparing students for life after graduation. One of the articles co-authored by Marsha Forest and George Flynn describes the "Circle of Friends" model that has been used to facilitate the inclusion of students with disabilities in general classes in Ontario.

Source: Editor, OSERS News in Print, Room 3132, Switzer Building, 330 C Street, Washington D.C. 20202-2524. Telephone: (202) 732-1723. No cost.

- **Conn-Powers, M., Ross-Allen, J., & Holburn, S. (1987, Fall). Transitioning young children with handicaps into the local elementary school mainstream. The Decision Maker, p. 4.**

  Content: A discussion of critical issues and a delineation of specific procedures related to transitioning a child with handicaps into kindergarten as part of Project TEEM, (Transitioning into the Elementary Education Mainstream), based at the University of Vermont.

  Source: Center for Developmental Disabilities, 499C Waterman Building, University of Vermont, Burlington, VT 05405-0160. Telephone: (802) 656-4031. Cost: $1.00/issue.

- **Cunha, E., & Singer, A. L. (1988, Spring). Teachers' tips toward integration. New England Index, p. 3.**

  Content: An overview of eight practical strategies for teachers to utilize in facilitating the successful integration of students with disabilities in school and community settings.

  Source: New England Index, Shriver Center, 200 Trapello Road, Waltham, MA 02254. Telephone: (617) 642-0248. Cost: $1.00/issue.

- **Flynn, G. J. (1988, May). Quality education: Community or custody. ARCHtype Newsletter, 3-5.**

  Content: A description of the Waterloo Region Roman Catholic Separate School System, which strives to meet the needs of all individuals--with and without handicaps--within fully inclusive school communities.

  Source: Advocacy Resource Centre for the Handicapped, 40 Orchard View Boulevard, Suite 255, Toronto, Ontario, Canada M49 1B9. Telephone: (416) 482-1254.

- **Frazita, R. F., & Iannaccone, C. J. (1987, February). How to work with parents and teachers to mainstream special students. Tips for Principals.**

  Content: A discussion of expectations for collaboration among school administrators, special educators, parents, and students when mainstreaming students with disabilities.

  Source: National Association of Secondary School Principals, PO Box 3250, Reston, VA 22090. Attention: Publication Sales, Code Number 1808702. (703) 860-0200. Cost $1.25 for 1 copy, $1.00 each for 2-10 copies.

- **Gurry, S. E. (1986, December). Noah's school: Integration works in Brookline. TASH Newsletter, p. 5.**

  Content: A description of an integrated public school program in Brookline, Massachusetts. The article discusses the program's rationale, model, problems, and successes encountered during the first year of operation.

  Source: The Association for Persons with Severe Handicaps, 7010 Roosevelt Way NE, Seattle, WA 98115. Telephone: (206) 523-8446. No cost for a copy of the article.

- **Hamilton, R. (1988, Spring). Project Wraparound. New England Index, p. 4.**

  Content: A description of a program designed to provide comprehensive services to children with severe emotional disturbances in mainstream settings. A primary emphasis of the program is family and school intervention in order to maintain support for the child in the community.

  Source: New England Index, Shriver Center, 200 Trapello Road, Waltham, MA 00254. Telephone: (617) 642-0248. Cost: $1.00/issue.

- **Harvard Graduate School of Education. (1989, April). The mainstreaming debate. The Harvard Education Letter, pp. 1-5.**

  Content: A discussion of mainstreaming of students with disabilities and the debate over the Regular Education Initiative. Arguments for and against mainstreaming are presented.

  Source: The Harvard Education Letter, 79 Garden Street, Cambridge, MA 02138-1423. Cost: $3.50 for single copies.

- **Lusthaus, E. (1988, April). Education integration . . . letting our children go. TASH Newsletter, pp. 6-7.**

  Content: An account of parents who found that general education teachers were more willing to accept students with disabilities into the mainstream than the special education teachers were to "let them go."

  Source: The Association for Persons with Severe Handicaps, 7010 Roosevelt Way NE, Seattle, WA 98115. Telephone: (206) 523-8446. No cost for a copy of the article.

- **Minnesota State Planning Agency. (1989, January). Supported education coined by parents: An example of school integration. Information Exchange, pp. 5-6.**

  Content: A description of successful school integration for students with severe disabilities in Ann Arbor, Michigan and the methods used to make it work.

  Source: Minnesota State Planning Agency, Developmental Disabilities Program, 300 Centennial Office Building, 658 Cedar Street, St. Paul, MN 55155. Telephone: (612) 627-4624. No cost.

- **Office of Special Education and Rehabilitative Services. (1987, Spring). Effective partnerships: An OSERS initiative. OSERS News in Print.**

  Content: A discussion of the findings of an OSERS Task Force on children with learning problems and its commitment to integrated education and to effective partnerships between general education and special education.

  Source: Editor, OSERS News in Print, Room 3132, Switzer Building, 330 C Street SW, Washington, DC 20202-2525. Telephone: (202) 732-1723. No cost.

- **PACER Center, Inc. (1988, January). Good school principals: A key principle in integration. PACESETTER, pp. 1-2.**

- **PACER Center, Inc. (1989, January). School principals talk about integration. PACESETTER, p. 16-17.**

- **Schoeller, K. (1989, May). Principals, teachers, parents must work together to create successful integration. PACESETTER, pp. 8-9.**

  Content: These three articles address the role of the principal in realizing the vision of inclusive education. One article specifically contains interview feedback from principals interested in designing inclusive education programs.

  Source: PACER Center, 4826 Chicago Avenue, Minneapolis, MN 55417. Telephone: (612) 827-2966. Cost: $1.00 (free to parents of children with disabilities).

- **PEAK Parent Center, Inc. (1988, Fall). PEAK talks to Mary Falvey about community based instruction. Speakout, 4(1), 7-8.**

  Content: An interview with Dr. Mary Falvey, Associate Professor of Special Education at California State University. It provides an overview of community-based instruction that defines, describes, and illustrates the importance of instruction in both the general and school community, and suggests that instruction in the general community should include peers who do not have disabilities also.

  Source: PEAK Parent Center, Inc., 6055 Lehman Drive, Suite 101, Colorado Springs, CO 80918. Telephone: (719) 531-9400. Cost: $3.00 (free to parents of children with disabilities).

- **Reid, R. (1987, Fall). Homecoming: The benefits of educating learning impaired students in their local schools with their nondisabled peers. The Decision Maker, p. 5.**

  Content: A discussion of the "Homecoming Model" (e.g., the efforts of several school districts in Vermont to return to their home district students who had previously been sent to regional programs). The benefits of home school, general education class placement for students, parents, staff, and community members are discussed also.

  Source: Center for Developmental Disabilities, 499C Waterman Building, University of Vermont, Burlington, VT 05405. Telephone: (802) 656-4031. No cost.

- **Ruttiman, A. (1988, May). She's right where she belongs. ARCHtype Newsletter, pp. 12-13.**

  Content: A success story of a young woman with severe disabilities named Katherine who has been fully integrated into her school community. Told by her integration facilitator and one member of her "circle of friends."

  Source: Source: Advocacy Resource Centre for the Handicapped, 40 Orchard View Boulevard, Suite 255, Toronto, Ontario, Canada M49 1B9. Telephone: (416) 482-1254.

NEW!

- **Strohbehn, C., & Strohbehn, S. (October, 1990). Full inclusion: Remarkable gains for Michael. TASH Newsletter, p. 3.**

  Content: A description of the inclusion of the authors' ten year old son in fourth grade in their neighborhood school. The perceptions of Michael's classmates regarding his inclusion are highlighted as well as full inclusion as an opportunity for all schools to be "excellent."

  Source: The Association for Persons with Severe Handicaps, 7010 Roosevelt Way NE, Seattle, WA 98115. Telephone: (206) 523-8446. No cost for a copy of the article.

- **Thousand, J. (1987, Fall). "Best educational practices" of 1987: Effectively integrating students with moderate/severe handicaps into their local schools and communities. The Decision Maker, p. 1.**

  Content: Guidelines for teachers of students with moderate/severe disabilities to maximize active participation of students in their local communities. The guidelines have been clustered into nine "best practice" categories: age-appropriate public school placement, social integration, integrated delivery of services, curricular expectation, community-based training, transition planning, home-school partnership, systematic data-based instruction, and systematic program evaluation.

  Source: Center for Developmental Disabilities, 499C Waterman Building, University of Vermont, Burlington, VT 05405. Telephone: (802) 656-4031. Cost: $1.00/issue.

- **Thousand, J. (1988, Spring). Integration facilitator: A new job description for special educators. New England Index, p. 1.**

  Content: An explanation of the role an Integration Facilitator plays within a school system. Contains information regarding a training program for this position at the University of Vermont.

  Source: New England Index, Shriver Center, 200 Trapello Road, Waltham, MA 02254. Telephone: (617) 642-0248. Cost: $1.00/issue.

- **York, J., & Vandercook, T. (Eds.) (1988). Impact: Feature issue on integrated education. Minneapolis, MN: Minnesota University Affiliated Program on Developmental Disabilities.**

  Content: A collection of articles related to integrated education addressing the following topics: district level strategies, individual student strategies, IEP goals and objectives, research, parent perspectives, changing role of special education, and Minnesota demonstrations and activities related to integrated education.

  Source: Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455. Telephone: (612) 624-4512. Cost: $1.00.

AUDIOTAPES

- **Biklen, D. P. (Speaker). (1988). Achieving regular lives (cassette recording). Colorado Springs, Colorado: PEAK Parent Center.**

  Content: A discussion of integration and the fact that everyone, including people with disabilities, deserves to lead "regular lives."

  Source: PEAK Parent Center, Inc., 6055 Lehman Drive, Suite 101, Colorado Springs, CO 80918.
  Cost: $10.80 including postage.

- **Forest, M. (Speaker). (1987). Integration means being together (cassette recording). Longmont, Colorado: Expectations Unlimited, Inc.**

  Content: A lecture for parents and professionals who share an interest in and a commitment to integration. Dr. Forest presents her philosophy on integration through a discussion of three children with challenging needs who have been successfully integrated in their home school district. She stresses a basic premise that parents and teachers need to move away from education based on the needs of *a child with handicaps* and towards education based on the needs of *a child.*

  Source: Expectations Unlimited, Inc., P.O. Box 655, Niwot, CO 80544. Telephone: (303) 652-2727.
  Cost: $9.95 plus postage.

VIDEOTAPES

NEW!

- **Barker, J. A. & Christensen, R. J. (Producers). (1990). The power of vision [videotape]. Burnsville, MN: Charthouse Learning Corporation.**

  Content: A demonstration of how a meaningful vision of the future empowers us to solve problems and accomplish goals in the present. Examples are used to emphasize how clear visions of the future impact organizations and individuals, adults and children. [30 minutes]

  Source: Charthouse Learning Corporation, 221 River Ridge Circle, Burnsville, MN 55337-9838. Telephone: (800) 328-3789. Cost: $895.00. Two-day evaluation fee: $75.00.

NEW!

- **Becky belongs [videotape]. (1990). Aurora, Ontario: Becky Till Action Fund.**

  Content: A collection of news stories and television program segments documenting the struggle encountered by the parents of Becky Till to have her included in general education classes at their neighborhood high school. Rationale for inclusive education is emphasized strongly and repeatedly throughout the tape. [59 minutes]

  Source: The Becky Till Action Fund, c/o Beth French, 1 Thompkins Cresent, Aurora, Ontario L4G 3W7 Canada. Cost: $25.00 plus $4.00 for postage and handling.

NEW!

- **Braun, V. R., & MacLean, L. J. H. (Producers). (1990). Kids belong together [videotape]. Lethbridge, Alberta, Canada: People First Association of Lethbridge.**

  Content: A presentation highlighting the inclusion of several children in elementary and secondary grades. Circle of Friends and MAPS strategies are outlined. [23 minutes]

  Source: Expectations Unlimited, P.O. Box 655, Niwot, CO 80544. Telephone: (303) 652- 2727. Cost: $50.00.

- **Christensen, R. (Producer/Director). (2nd edition). (1989). Discovering the future: The business of paradigms [videotape]. Minneapolis, MN: Filmedia.**

  Content: An explanation of a paradigm--"a set of rules and regulations that define boundaries"--and how, by understanding our own paradigms, we can enhance our judgments about, foresight of, and actions to impact the future. [38 minutes]

  Source: Charthouse Learning Corporation, 221 River Ridge Circle, Burnsville, MN 55337. Toll free: (800) 328-3789 or Metro Area: (612) 890-1800. Cost: For purchase: $895.00. One day viewing fee: $50.00.

NEW!

- **Colorado Department of Education (Producer). (1990). Learning together [videotape]. Denver, CO: Colorado Department of Education.**

  Content: A discussion of the rationale for integrated education and specific strategies used in building inclusive school communities by principals, general and special educators, and parents. Students integrated at the elementary, junior high, and senior high levels are highlighted. [26 minutes]

  Sources: Expectations Unlimited, P.O. Box 655, Niwot, CO 80544. Telephone: (303) 652-2727 Cost: $24.00 plus $5.00 shipping.

- **Dobbins, J. (Producer/Director). (1987). Jenny's story [videotape]. Islington, Ontario: Integration Action Group.**

  Content: An account of a young woman's movement from an institutional setting as a child, to a segregated school placement, to her current situation as an integrated student in a regular high school. Parents, teachers, and friends comment on the positive impact integration has had, not only on Jenny, but all those whose lives she has touched. [15 minutes]

  Source: Heidi Prinz (416) 626-8473 or Ian Rowett (416) 851-5098, Integration Action Group, 19 Rivercave Drive, Islington, Ontario M0B 4Y8. Cost: $25.00 for IAG members/organizations, $40.00 for nonmembers/organizations; add $3.00 to cover mailing.

- **Edwards, G. (1988). That makes us friends. [videotape]. Birmingham, AL: United Cerebral Palsy of Greater Birmingham.**

  Content: A discussion about similarities among children as told from the viewpoint of a child who has cerebral palsy. This cartoon video and accompanying teacher's guide was produced for use with children between the ages of five and eight. The teacher's guide describes additional discussion topics, supplemental activities, as well as providing additional information for the adult. [16 minutes]

  Source: United Cerebral Palsy of Greater Birmingham, 2430 Eleventh Avenue North, Birmingham, AL 35234. Telephone: (205) 251-0165. Cost: $30.00 (videotape and teacher's guide).

NEW!

- **Expectations Unlimited, Inc. (Producer). (1989). Integrated Education: Realizing the Vision Conference. The Institute on Community Integration at the University of Minnesota held a conference entitled; Integrated Education: Realizing the Vision. The sixteen sessions from that conference were videotaped and a description of each follows:**

Source: Expectations Unlimited, Inc., P.O. Box 655, Niwot, CO 80544. Telephone: (303) 652-2727.

NEW!

- **Combining community and school instruction. (1989)**

Content: A presentation by Alison Ford focused on building opportunities for community based instruction in general education classes and typical school environments. [75 minutes] Cost: $30.00 plus shipping.

NEW!

- **Decentralizing a cooperative: Movement to regular classrooms in home schools. (1989).**

Content: A presentation by Sharon Freagon and Bill Peters, educators from Illinois, on the history of a centralized educational cooperative as it begins to move students into home schools and general education classes. The presenters highlight systems and curricular issues that have been identified and worked on with educators and community members in this decentralization process. [86 minutes] Cost: $30.00 plus shipping.

NEW!

- **Developing an IEP reflective of outcomes in integrated learning environments. (1989).**

Content: A discussion by Terri Rogers-Connolly and Robi Kronberg from the Colorado Department of Education regarding their work in implementing various methods of combining inclusive educational activities into the IEP staffing process. [70 minutes] Cost: $30.00 plus shipping.

NEW!

- **Effective inclusive schooling: The principal's role. (1989).**

Content: A presentation by Doug Biklen examining strategies which can be applied in creating inclusive schools, from a leadership perspective. Includes a discussion of the relationship between quality education and quality integration as reflected in the culture of the school. [71 minutes] Cost: $30.00 plus shipping.

NEW!

- **Integrated education for infants and toddlers: Where does it happen? (1989).**

Content: A discussion by Jean Mendenhall and Linda Schwab, from Project Dakota, on a variety of approaches to supporting families as they develop visions of what is possible for their young children. [89 minutes] Cost: $30.00 plus shipping.

NEW!

- **Integrated education: Realizing a vision. (1989).**

Content: The keynote address from the conference by Marsha Forest in which she speaks to issues of inclusion such as which students should be eligible, the effects on other students, the importance of academic progress and social development, and friendships. [49 minutes] Cost: $30.00 plus shipping.

NEW!

- **Issues in the merger of special and regular education. (1989).**

Content: A review by Susan and William Stainback of strategies that can be used in creating inclusive schools and an exploration of the advantages of making a combined effort to provide a quality education for all students. [69 minutes] Cost: $30.00 plus shipping.

NEW!

- **Learning functional academics in regular classes. (1989).**

Content: A discussion by Alison Ford on recognizing and developing opportunities for meaningful functional academic learning in general education classes. Presentation includes many in-class examples and what these ideas have in common. [88 minutes] Cost: $30.00 plus shipping.

NEW!

- **Making friendships happen. (1989).**

Content: A presentation by Marsha Forest concerning the need to make all students feel welcome and accepted as a precursor to friendship development. Also discusses barriers to full inclusion, and what changes need to occur to make full inclusion a reality. [49 minutes] Cost: $28.00 plus shipping.

NEW!

- **Parents' vision of inclusive education: Successful strategies. (1989).**

Content: A discussion by two parents, Jeff Strully and Barbara Buswell, concerning the experiences of their elementary - and secondary-aged children in general education classes and the friendships that have developed between their children and their classmates. [67 minutes] Cost: $30.00 plus shipping.

NEW!

- **The power of peers: Effective use of cooperative goal structures. (1989).**

Content: An experiential session facilitated by Jacqueline Thousand which demonstrates the power of cooperative groups. Steps for creating effective cooperative groups and teacher roles in this strategy are included. [89 minutes] Cost: $30.00 plus shipping.

NEW!

- **Promoting integrated education at the state level. (1989).**

Content: A discussion by Brian NcNulty of the Colorado Department of Education of the outcomes of special education as they relate to the initiative to include all students in general education and a review of ideas concerning school board interaction, legislative issues, and relationships between state and local education agencies. [90 minutes] Cost: $30.00 plus shipping.

NEW!

- **Quality education for all: Bridging the gap through a basic shift in values. (1989).**

Content: A presentation by George Flynn, a Canadian educator, focused on the movement toward full inclusion as a philosophy of education issue "which has opened a window into the soul of education enabling us to see the faults, the potential, and the promise". [85 minutes] Cost: $30.00 plus shipping.

NEW!

- **Save a place for me in kindergarten. (1989).**

Content: A description of one parents' experience in having her son fully included in a regular kindergarten class. The discussion also includes a focus on the practical aspects of integration and the need for clear role definitions, good communication, and a positive attitude. Presentors are Diane Gerads-Schmidt and Judy Neiss. [90 minutes] Cost: $30.00 plus shipping.

NEW!

- **Statewide systems change: Working cooperatively with districts. (1989).**

Content: A presentation by Terri Rogers-Connolly and Robi Kronberg, from the Colorado Department of Education, concerning the Colorado Effective Education Model, part of a five year statewide systems change project. The roles of teachers, administrators, and parents, and issues that have emerged in implementing this model are included. [91 minutes] Cost: Cost: $30.00 plus shipping.

NEW!

• **Teenagers' attitudes about academic and social integration. (1989).**

Content: A discussion by Luanna Meyer on her research on the attitudes and experiences of high school students in New Zealand regarding inclusive education practices. [76 minutes] Cost: $30.00 plus shipping.

NEW!

• **Expectations Unlimited, Inc. (Producer). (1990). Achieving full inclusion for all students.**

Content: A presentation by Dorothy Kerzner Lipsky in which she outlines the positive and negative outcomes of P.L. 94-142. She highlights the need to review the current outcomes of special education, combine the efforts of regular and special educators in restructuring the educational system. A list of ideas for effective schools of the future is offered. [48 minutes]

Source: Expectations Unlimited, P.O. Box 655, Niwot, CO 80544. Telephone: (303) 652-2727. Cost: $30.00.

NEW!

• **Expectations Unlimited, Inc. (Producer). (1989). Future directions in special education. (1989).**

Content: A presentation by Dr. Brian McNulty in which he reviews many of the outcomes which have resulted from inclusion of children in Colorado schools, including quotes from students without labels and stories of preschool, elementary, and junior high students included in general education classes. Dr. McNulty identifies a list of "indicators" which must be present in order to achieve the desired outcomes of inclusion. [51 minutes]

Source: Expectations Unlimited, P.O. Box 655, Niwot, CO 80544. Telephone: (303) 652-2727. Cost: $28.00.

NEW!

• **Expectations Unlimited, Inc. (Producer). (1989). Insights into Personal Future Planning.**

Content: A presentation by Dr. Beth Mount highlighting this pro-active planning process which focuses on the capacities of people with disabilities, helping parents, professionals, and consumers clarify their dreams, identify constructive ideas for the future of a person with disabilities, and organize supports in the community to make these ideas happen. The presentation includes several examples of the use of the planning process with teenagers. [42 minutes]

Source: Expectations Unlimited, P.O. Box 655, Niwot, CO 80544. Telephone: (303) 652-2727. Cost: $32.00.

NEW!

• **Expectations Unlimited, Inc. (Producer). (1989). Integrating all children into regular education.**

Content: A presentation by George Flynn in which he examines some of the contemporary values and philosophies of education and society and provides a perspective for looking at outcomes of the school system and the mechanisms available within the schools based on these values. Mr. Flynn articulates his vision of inclusion of all children in the school and general community based on these underlying values and philosophies. [66 minutes]

Source: Expectations Unlimited, P.O. Box 655, Niwot, CO 80544. Telephone: (303) 652-2727. Cost: $30.00.

NEW!

- **Expectations Unlimited, Inc. (Producer). (1989). Issues to consider in including all children.**

  Content: A presentation by Judith Snow on her personal story of challenges, love and frienship as an adult who is labeled disabled. Judith develops a vision of real community, where everyone is expected to be a contributor and everyone is learning to see the unique importance of each person. [60 minutes]

  Source: Expectations Unlimited, P.O. Box 655, Niwot, CO 80544. Telephone: (303) 652-2727.
  Cost: $28.00.

NEW!

- **Expectations Unlimited, Inc. (Producer). (1990). Making decisions that benefit all students: Johnson City's decision-making process.**

  Content: A presentation by Larry Rowe in which he discusses the development of "Exit Behaviors" by the school staff, which are the things that are most important to achieve with each student as they go through the district's programs. These educational outcomes, self-esteem, cognitive skills, process skills, self-directed learning, and concern for others. Johnson City educators have found that no students have been excluded when considering which students should have these "exit behaviors". [67 minutes]

  Source: Expectations Unlimited, P.O. Box 655, Niwot, CO 80544. Telephone: (303) 652-2727.
  Cost: $30.00.

NEW!

- **Expectations Unlimited, Inc. (Producer). (1990). Measuring effective schools.**

  Content: A discussion characterized by a quote from the presentor Larry Rowe; "High standardized test scores will not sustain the energy of schools." In this presentation we gain insight into how the teachers and learners in Johnson City are dedicated to the excitement of education and the power of life long learning.

  Source: Expectations Unlimited, P.O. Box 655, Niwot, CO 80544. Telephone: (303) 652-2727.
  Cost: $30.00.

NEW!

- **Expectations Unlimited, Inc. (Producer). (1989). Positive practices in integration.**

  Content: A presentation by Dr. Hank Bersani in which he outlines his belief that good teachers can teach anyone and highlights the benefits and merits of inclusion for all children. A "grading system" for use by parents and professionals in grading their school on how well they are doing with inclusion practices is offered in the presentation. [58 minutes]

  Source: Expectations Unlimited, P.O. Box 655, Niwot, CO 80544. Telephone: (303) 652-2727.
  Cost: 28.00.

- **Forest, M. & Flynn, G. (Producers). (1989). With a little help from my friends [videotape]. Toronto, Ontario, Canada: Centre for Integrated Education and Community.**

  Content: A discussion of creating schools where all students belong and learn together. In three parts: The Vision. . .the students and staff of St. Francis School, with Marsha Forest, plus narration by Judith Snow that provides perspective for the children's observations and thoughts; Let's Talk. . .the students and staff discuss what integration has meant to them; May's MAP. . . an example of a planning strategy intended to meet individual student needs in the context of typical school settings. [60 minutes]

  Source: Expectations Unlimited, P.O. Box 655, Niwot, CO 80544. Telephone: (303) 652-2727.
  Cost: $50.00 plus $5.00 shipping. Include check with order.

- **Godwin, T., & Wurzburg, G. (Producers). (1988). Regular lives [videotape]. Washington, DC: State of the Art Productions.**

  Content: A documentary on individuals with developmental disabilities who are successfully integrated in typical school, work, and living environments. A variety of perspectives are included: parents of children with labels, parents of children who are not labeled, individuals with disabilities, typical peers, special educators, regular educators, employers, and a principal. A discussion guide is also available from the same source. [28 minutes]

  Source: WETA, Educational Activities, Box 2626, Washington, DC 20013. Telephone: (800) 445-1964. Cost: $34.95 per copy (includes shipping and handling). Send check or money order, or call in Visa or MasterCard number. Discussion Guide Cost: $3.50.

NEW!

- **National Easter Seal Society. (1990). Friends who care: A disability awareness program for elementary students.**

  Content: A curriculum to facilitate awareness of the strength of peers with disabilities. Includes a teachers' guide, worksheets, posters, and a videotape which includes some exercises and interviews with students of various ages with different disabilities. This video is available only to educators.

  Source: National Easter Seal Society, 70 East Lake Street, Chicago, IL; 60601. Telephone: (312) 726-4258. No cost.

- **Porter, G. (Producer). (1989). A chance to belong: A story of school integration [videotape] Downsview, Ontario: Canadian Association for Community Living.**

  Content: A discussion of the inclusive educational system in Woodstock, New Brunswick, Canada. The procedures used to become an inclusive system are described and examples of three students who are successfully integrated are provided. [20 minutes]

  Source: Canadian Association for Community Living, Kingsman Building, 4700 Keele Street, Downsview, Ontario M3J IPE, Canada. Telephone: (417) 661-9611. Cost: $50.00.

- **University of Iowa Video Center (Producer). (1988). Letting go: Views on integration [videotape]. Iowa City: University of Iowa.**

  Content: A portrait of three parents of persons with disabilities who are "letting go" of their children and allowing them to be members of their school communities.

  Source: Clearinghouse, Iowa University Affiliated Program, Division of Developmental Disabilities, Iowa City, IA 52242. Telephone: (800) 272-7713. Cost: $25.00.

- **Vitale, F. (Producer/Director). (n.d.). The Same Inside [videotape]. New York, NY: Public Health Education Department of the March of Dimes.**

  Content: A discussion of the similarities all children have in terms of their feelings, emotions, dreams, and aspirations. The videotape depicts children with and without disabilities interacting and helping each other to meet their social and academic needs. The videotape would be an excellent tool for starting a discussion with children on similarities and differences. [13 minutes]

  Source: Public Health Education Department of the March of Dimes. The Long Island Chapter of the March of Dimes, 400 Crossway Park Dr., Woodbury, NY 11797. Telephone: (516) 496-2100. Cost: $40.00. Two week rental free of charge.

ORGANIZATIONS

The following organizations support the development of inclusive school communities and are good sources of information on this topic.

NEW!

- **California Research Institute, San Francisco State University, Department of Special Education, 14 Tapia Drive, San Francisco, CA 94132. Telephone: (415) 338-7847.**

  Summary: This organization is a cooperative effort between San Francisco State University and the U.S. Department of Education. They are conducting a five year research program to survey the current definition and placement patterns for children between the ages of 3 and 21 who have severe disabilities. Technical assistance is provided in participating states on the "best practices" for instruction and service delivery to learners with severe disabilities.

- **Center for Developmental Disabilities, 499C Waterman Building, University of Vermont, Burlington, VT 05405. Telephone: (802) 656-4031**

  Summary: This University Affiliated Facility provides preservice and inservice training and technical assistance that promote the full inclusion of persons with developmental disabilities in their schools and general communities.

- **Center on Human Policy, Syracuse University, 200 Huntington Hall, Syracuse, NY 13244-2340. Telephone: (315) 443-3851.**

  Summary: This organization was established in 1971 to promote the study of open school settings, including integrated classrooms. The Center engages in advocacy, education, research, and technical assistance and has a number of projects which focus on integrated education.

- **Institute on Community Integration, 6 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455. Telephone: (612) 624-4848.**

  Summary: This University Affiliated Program, located at the University of Minnesota, promotes interdisciplinary training, service, technical assistance, research and dissemination activities designed to enhance community services and social support for individuals with developmental disabilities. Several projects relate directly to inclusive education.

- **The International Centre for Integrated Education and Community, 24 Thome Crescent, Toronto, Ontario, Canada M6H 2S5. Telephone: (416) 658-5363.**

  Summary: This organization is committed to changing school systems from being ones that exclude and segregate some individuals to being ones that include and integrate everyone. The Centre connects people interested in integrated education with one another, provides information about strategies and stories of successful integration, educates people on integrated education through university courses and workshops, and works with school communities to solve problems through consultation. Directed by Marsha Forest and Jack Pearpoint.

NEW!

- **Maryland Coalition for Integrated Education, Oakland Ridge Professional Center, 9123 Old Annapolis Road (Rt. 108), Suite 104W, Columbia, Maryland 21045. Telephone: (301) 740-9651.**

  Summary: This organization was formed in 1987 and is comprised of parents and professionals committed to the promotion of integrated educational opportunities for learners with disabilities and to the facilitation of an educational system that prepares children to become participating members of society. The Coalition organizes and supports local parent groups to advocate for the inclusion of their children in neighborhood schools. Members of the Coalition also work for policy changes that increase the opportunities for learners with disabilities to receive an appropriate education in their neighborhood schools together with typical children.

- **PEAK Parent Center, Inc., 6055 Lehman Drive, Suite 101, Colorado Springs, CO 80918. Telephone: (719) 531-9400.**

  Summary: This organization provides quality state-of-the-art information and training to parents of children with disabilities on issues pertaining to quality education for all children.

NEW!

- **Schools Are For Everyone (SAFE), P.O. Box 583, Syracuse, NY 13210. Telephone: (518) 455-2096**

  Summary: This organization is a national coalition promoting the integration of all students with disabilities through supported education. The coalition was formed in 1986 and is comprised of families, consumers and advocates who have united in an effort to promote the availability of educational services to all students, regardless of disability, at the school they would attend if not disabled. The coalition produces a newsletter and maintains a resource list of persons who support integrated education across the country. Members and the board of directors of the coalition work together to facilitate educational policy changes at the federal level. Regular membership: $30.00/year.

- **Technical Assistance for Parent Programs (TAPP) Project, 312 Stuart Street, Second Floor, Boston, MA 02116. Telephone: (617) 482-2915.**

  Summary: This organization provides technical assistance to parents of children with disabilities and advocates for persons with disabilities and their families.

- **The Association for Persons with Severe Handicaps (TASH), 7010 Roosevelt Way NE, Seattle, WA 98115. Telephone (206) 523-8446.**

  Summary: This is an international organization for persons with severe disabilities, their families, and professionals. TASH advocates for persons with severe disabilities to be fully included in regular home, school, work and community environments; holds annual conferences, and publishes a monthly newsletter and quarterly journal (the Journal of the Association for Persons with Severe Handicaps [JASH]). Regular membership: $78.00/year.

INSTITUTE ON COMMUNITY INTEGRATION
PUBLICATIONS ON INCLUSIVE EDUCATION

The following publications are available from the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455 Telephone: (612) 624-4512. Checks should be made payable to the University of Minnesota.

NEW!

- **Collaborative teamwork: Working together for full inclusion.**

  Content: A discussion of the structure of collaborative teams and how they work in supporting the inclusion of all children in their home and school communities. A Collaborative Teamwork Checklist is included for use by teams to highlight areas of team functioning that could be addressed. Cost: .75.

- **Integrated School Communities for Students with Severe Disabilities: 10 Reasons Why.**

  Content: This brochure presents ten reasons why educators and families are working to build inclusive school communities. The pamphlet has been successfully used as part of inservice training activities with parents and educators. No cost for 1-5 copies, .20 each for 6 + copies.

- **Integration Checklist: A Guide to Full Inclusion of Students with Severe Disabilities.**

  Content: This brochure presents a checklist of parameters intended to facilitate the membership, participation, and learning of students with disabilities in general education classes and other integrated school settings. Its main use has been with IEP teams involved in designing and implementing practical ways for students with disabilities to be included in general education classes. No cost for 1-5 copies, .20c each for 6 + copies.

- **Learning Together. . . Integrated Schools Today. . . Inclusive Communities Tomorrow.**

  Content: This is the caption for a 17" x 22" vibrant color poster which depicts children learning together in a variety of school and community settings. This poster was jointly produced by the Minnesota Association for Persons with Severe Handicaps (MNASH), the Institute on Community Integration, and the Minnesota State Department of Education. The poster is available for $5.00 each or five for $20.00. All proceeds will used to support the attendance of educators, parents, and consumers at conferences and workshops on the topic of inclusive education.

- **Vandercook, T., Wolff, S., & York, J. (Eds.). (1989). Learning together: Stories and strategies. Minneapolis: University of Minnesota, Institute on Community Integration.**

  Content: A collection of success stories and effective strategies emanating from the inclusion of children in typical home, school and community environments. The stories are written by teachers, parents, and friends of children with disabilities. Many stories are accompanied by photographs of children learning together. Cost: $5.00.

- **York, J., & Vandercook, T., & Gaylord, V. (Eds.) (1988). Impact: Feature issue on integrated education. Minneapolis, MN: Minnesota University Affiliated Program on Developmental Disabilities.**

  Content: A collection of articles related to integrated education addressing the following topics: district level strategies, individual student strategies, IEP goals and objectives, research, parent perspectives, changing role of special education, and Minnesota demonstrations and activities related to integrated education. Cost: $1.00.

- **York, J., Vandercook, T., Macdonald, C., Heise-Neff, C., & Caughey, E. (1989). Regular class integration of middle school students with severe disabilities: Feedback from teachers and classmates. Minneapolis: University of Minnesota, Institute on Community Integration.**

  Content: A monograph presenting feedback from general educators, special educators, and classmates about the inclusion of middle school students with severe disabilities into a variety of general education classes. Recommendations are made based on the feedback provided. Cost: $15.00.

- **York, J., Vandercook, T., Macdonald, C., & Wolff, S. (Eds.). (1989). Strategies for full inclusion. Minneapolis: University of Minnesota, Institute on Community Integration.**

  Content: A collection of papers presenting practical strategies for integrating elementary and secondary students with severe disabilities into general education classes. Included are strategies for building based change, IEP development, MAPS, and facilitating inclusion in general education class activities. Cost: $15.00.